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Impact of the Preservice Field Experience in Foreign Language Teaching: A Study of the Development of Preservice Teachers' Perspectives in Foreign Language Teaching. (Volumes I and II).

Denise Egea-kuehne
Louisiana State University and Agricultural & Mechanical College

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Impact of the preservice field experience in foreign language teaching: A study of the development of preservice teachers' perspectives in foreign language teaching. (Volumes I and II)

Egéa-Kuehne, Denise, Ph.D.

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300 N. Zeeb Rd.
Ann Arbor, MI 48106

IMPACT OF THE PRESERVICE FIELD EXPERIENCE IN FOREIGN LANGUAGE TEACHING: A STUDY OF THE DEVELOPMENT OF PRESERVICE TEACHERS' PERSPECTIVES IN FOREIGN LANGUAGE TEACHING VOLUME I

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in

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by
Denise Egéa-Kuehne
B.A., Université de Lyon, France, 1972
M.A., Université de Lyon, France, 1982
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This dissertation is dedicated to my son

Christian

to the memory of my daughter

Chantal

and to my parents

Yvonne and Modeste Egéa

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ABSTRACT

Within the broader issue of teacher education, the focus of this study is on one of the most neglected areas of inquiry in the field of foreign languages, the preservice field experience, and the development of student teachers' perspectives of foreign language teaching. The following questions were specifically addressed: (1) What perspectives of foreign language teaching do student teachers hold upon completion of their program of university courses? (2) Is there an alteration of student teachers' perspectives of foreign language teaching during their student teaching semester? (3) What factors appear to influence student teachers' perspectives of foreign language teaching during their student teaching semester? Berlak & Berlak's concept of "dilemmas" underlies the formulation of these objectives, the choice of the method of inquiry, the choice of instruments, the procedures for collecting data and for their analysis, and the reporting of the findings.

The perspectives of five foreign language student teachers attending a major American university were examined during their 15-week field experience at the middle and high school levels. The most appropriate framework for this study was the naturalistic paradigm. Multiple methods were used to collect data from the five preservice teachers, the five cooperating teachers, the university Clinical Experiences Office, the methods instructor, and the participating schools. A variety of instruments were used to collect data, including biographical questionnaires and essays, reflective pre-student

teaching writings, Teacher Beliefs Inventory and Conceptions of Foreign Language Teaching questionnaires, dialogue journals, observations and interviews supported by video- and audio-tapes, and teacher materials. Data were processed using constant comparative analysis to identify the dominant themes throughout the study. Member check, peer debriefing, triangulation, referential adequacy materials, thick description, prolonged engagement, persistent observation, and independent audit, were employed to increase dependability, transferability, and confirmabiiity, while safeguarding against loss of credibility.

Conclusions and implications for policy, practice, and future research were suggested by this study. Theoretical and methodological issues in studying the development of teachers' perspectives were addressed. While the results cannot be generalized to the entire population of student teachers or teachers, they contribute to understanding the process of learning how to teach.

CHAPTER 1

INTRODUCTION

In the past several years, a number of federally sponsored reports such as "A Nation at Risk: The Imperative for Education Reform" (1983) and "Staffing the Nation's Schools: A National Emergency" (1983) have drawn attention to the shortcomings of education in the United States. In response, such statements as "A Nation Prepared: Teachers for the 21st Century" (1986) and "Tomorrow's Teachers: A Report of the Holmes Group" (1986) have stressed that the best education program is only as good as its teachers, and therefore, some major reforms in teacher education are called for.

In the field of foreign language education, interest in foreign languages has been steadily increasing since President Carter's Commission on Foreign Languages and International Studies published the much discussed report "Strength Through Wisdom: A Critique of U.S. Capability" (1980). Other position papers have been issued from other agencies including the National Advisory Board on International Education and the National Endowment for the Humanities, all contributing to a revitalization of perspectives on foreign language teaching and learning in the United States.

None of these reports have addressed in any depth the teaching of foreign languages as related to teachers themselves, beyond recommendations on greater opportunities for overseas experiences, or additional university courses. None have addressed the pre-professional education of teachers in

general and foreign language teachers in particular. However, in the foreign language field, guidelines have been established for teacher preparation programs by national foreign language teachers associations such as the Modern Language Association (MLA) (Paquette, 1966), and more recently by the American Council on the Teaching of Foreign Languages (ACTFL) (1988).

In 1989, before the ACTFL Annual Meeting in Boston, Massachusetts, a conference was held to address national priorities in the fieid of foreign languages. The 1989 ACTFL Priorities Conference identified seven priorities: Research, Teacher Education, Instruction (including new technoiogies and Foreign Languages in Elementary Schools-FLES), Curriculum (including articulation, art, literature, and culture), Public Relations, Classics, and Testing (Terry, 1991).

More recently, a new awareness of the relationships between culture, language, and thought, and a concern with teachers' ability to provide a more sensitive and reflective approach to teaching in multicultural and multilinguistic settings (Bowers & Flinders, 1990) have increased interest in the foreign language education field. Meanwhile, within the field of foreign language teaching, "global education" has also been recently addressed with a focus on the potential it holds to help

> a communication linkage, which goes beyond just words [and which] comes when students are helped to understand the ways in which people interact with each other--historically and contemporaneously--creating the bonds which marry us each to the other across this endangered planet. (Bragaw, 1991, p. 115)

In view of the national teacher shortage in foreign languages (Draper, 1989), foreign language teacher education should no longer be a neglected part of the field. "To fail to recognize pedagogical training as an important part of foreign language preparation . . . is a dangerous omission that undermines the essence and effectiveness of the profession" (Grosse & Benseler, 1991).

This chapter will describe the context in which this study was conducted, in order to develop an appreciation of: (a) the problem it proposes to address; (b) its place in education; and (c) its theoretical and practical significance. It will consider foreign language theory and its influence on teaching practice and research, general education and the new Holmes Group teacher education programs, and curriculum theory underpinnings for teacher education and research. A general statement of the problem and specific objectives will be formulated. Since they may be defined differently by different educators and in different contexts, definitions of key terms as they apply to this study will be provided, as well as a description of the content of the subsequent chapters.

Background

Foreign Language Theory: Its Influence on Teaching Practice

The "Guidelines for Teacher Education Programs in Modern Foreign Languages" included in the Golden Anniversary Issue of the Modern Language Journal (Paquette, 1966, p. 342-344) provide an interesting point of reference for today's foreign language educators. More recently, The American Council on the Teaching of Foreign Languages (ACTFL) (1988), and The American

Association of Teachers of French (AATF) (Murphy & Goepper, 1989) have established guidelines for foreign language teacher education programs. The influence of foreign language theory on the two components of teaching practice--methods and language--will be addressed.

The Methods Component

In the past, most of the teacher training was prescriptive in nature. Although pragmatic and sociolinguistic elements have been incorporated in the way foreign languages are taught, no single, dominant theory has conquered the field in recent years. As a consequence of research in the field of language teaching and learning, the focus of the foreign language field has shifted away from the traditional century-old Grammar-Translation method, and from the Direct Method whose few proponents were for the most part trained by the publishers who used that approach. "Audiolinguism swept the profession in the early sixties" (Strasheim, 1991, p. 104) and for "once, in the throes of audiolingual revolution, we 'knew' the truth" (Strasheim, 1976, p. 42). For a relatively short while, foreign language educators seemed to have come to a consensus and defined "one-true-way" (Omaggio, 1986, p. 41) governed by absolutes. Then, coming mostly from people outside the field of foreign languages, different approaches emerged (Hollerbach, 1981; Lafayette & Strasheim, 1981). By the seventies, the lack of results from the "one-and-only" method had caused some disillusion, and foreign language educators started

giving up absolutes to promote a more eclectic approach (Higgs, 1984; Lafayette & Strasheim, 1981; Westphal, 1979).

Audioiingualism had maintained a certain degree of standardization, though even then, few teachers could evaluate their students' general proficiency in foreign languages. The Modern Language Association Cooperative Foreign Language Tests, and the Modern Language Association Foreign Language Proficiency Tests for Teachers and Advanced Students were essentially for research, certification, and placement (Clark, 1972). With an emphasis on the development of oral proficiency, and a more eclectic approach to foreign language instruction, the need for some standard criteria and procedures became acute. Throughout the 1980's, the American Council on the Teaching of Foreign Languages (ACTFL), the Educational Testing Service (ETS), and the Interagency Language Roundtable (ILR) worked on developing proficiency standards and tests, including the ACTFL Proficiency Guidelines and the Oral Proficiency Interview (OPI).

"A framework for a proficiency-oriented approach to formal language instruction" (Omaggio, 1986, p. 34) has been developed by Omaggio. It is based on the proficiency guidelines mentioned above and on previous language learning research about language competence and proficiency (Ausubel, 1968; Canale, 1983; Canale & Swain, 1980; Chomsky, 1965; Higgs & Clifford, 1982; Hymes, 1972; Krashen, 1982; McLaughlin, 1979; Munby, 1978; Munsell & Carr, 1981; Savignon, 1972; Stevick, 1976; Terrell, 1977, 1982; and Widdowson,

1978). Using the concept of proficiency "as an organizing principle" (Omaggio, 1986, p. 34) Omaggio developed a set of five hypotheses and corollaries as a framework to organize classroom instruction, activities and materials. These hypotheses are:

> Hypothesis 1. Opportunities must be provided for students to practice using language in a range of contexts likely to be encountered in the target culture.
>
> Corollary 1. Students should be encouraged to express their own meaning as early as possible after productive skills have been introduced in the course of instruction.
>
> Corollary 2. A proficiency-oriented approach promotes active communicative interaction among students.
>
> Corollary 3. Creative language practice (as opposed to exclusively manipulative or convergent practice) must be encouraged in the proficiency-oriented classroom.
>
> Corollary 4. Authentic language should be used in instruction wherever and whenever possible.
>
> Hypothesis 2. Opportunities should be provided for students to practice carrying out a range of functions (task universals) likely to be necessary in dealing with others in the target culture.
>
> Hypothesis 3. There should be concern for the development of linguistic accuracy from the beginning of instruction in a proficiency-oriented approach.
>
> Hypothesis 4. Proficiency-oriented approaches should respond to the affective needs of students as well as to their cognitive needs. Students should feel motivated to learn and must be given opportunities to express their own meanings in a nonthreatening environment.
>
> Hypothesis 5. Cultural understanding must be promoted in various ways so that students are prepared to live more harmoniously in the target-language community. (Omaggio, 1986, p. 35-36)

It is important to keep in mind that the ACTFL Proficiency Guidelines are only guidelines, never meant to be prescriptive. They do not constitute a method. They are to be used to organize and plan foreign language instruction along criteria which constitute minimum yet realistic goals. Therefore these

criteria should be potentially attainable by the majority of learners. So far, it seems that, although not perfect, the Proficiency Guidelines and the Oral Proficiency Interview are the best tools available to the foreign language teaching profession. They make articulation potentially feasible and give the teacher solid guidance while leaving room for personalization, individualization, and creativity.

To match the eclecticism which is found even within today's textbooks, the focus of methods courses has to shift from "teacher training" to "teacher education." Methods courses have to become "individual-oriented with an emphasis on hypothesis-generating and decision-making skills" (Larsen-Freeman, 1983). Combs sees it as a shift from "learning how to teach" to "becoming a teacher" (Combs, 1989, p. 131). The goal of such methods courses is no longer to prepare teachers for "a professional activity demanding a professional training [in teaching per se]" (Kelly, 1969, p. 278). It is no longer "to indoctrinate or convert anyone to any single methodology; it is rather to help each individual to develop his or her own teaching style" (Strasheim, 1991, p. 105). This style will most likely be eclectic, but will hopefully maintain a cohesion and a coherence which should promote "students' cognitive-affective-creative growth" (Strasheim, 1991, p. 105). This process of discovery, hypothesis-generating, and theory-building should allow the prospective teachers to develop their own set of conceptions, beliefs, and perspectives of foreign language teaching, and in addition, lay the foundations for continued

personal and professional growth. According to recent research (Combs, 1989) this process is indeed a significant element in the development of effective teachers.

This in turn has implications for the student teaching component of foreign language teacher education. The field experience should also promote decision making, hypothesis-generating, and theory-building on the part of the student teachers. It should also encourage interaction between student teachers and their supervising teachers, whereby the former no longer tries to act as, and mimic what, the latter does, but is given opportunities to discover and experiment various approaches, working in a collaborative and reflective mode, including the college coordinator.

Foreign language has not always been considered teachable in a classroom environment. In the early 80's a debate developed over Krashen's theory of comprehensible input which emphasized the acquisition of foreign languages within natural environments: "Speaking fluency cannot be taught directly, but rather 'emerges' naturally over time" (Omaggio, 1988, p. 29). Later, his acknowledging that "the language class has a valuable role to play" (Krashen, 1985, p. 60-70) in language learning/acquisition, and a body of Second Language Acquisition (SLA) research, have strengthened the support of classroom foreign language instruction (Ellis, 1986; McLaughlin, Rossman, & McLeod, 1983; Lightbown, 1983; and Swain, 1985). Recommendations for foreign language study, published in reports such as "A Nation at Risk," have

contributed to a growing respect for both foreign language classroom practice and research in foreign language acquisition and teaching (Dvorak, 1986; Lee, 1987; Sadow, 1989).

The Foreign Language Component

Much progress has been made toward, at the very least, developing an awareness of the necessity for prospective foreign language teachers to be more proficient in the use of the foreign language, and in a way which would be relevant to the classroom life. Before the first mention of teacher testing in 1948, certification was granted on the basis of credits accumulated, including high-school experience (Freeman, 1966, p.4). In 1966 The Golden Anniversary issue of "The Modern Language Journal" published "Qualifications for Secondary School Teachers of Modern Foreign Languages (Paquette, 1966, p. 50-52), and "Guidelines for Teacher Education Programs in Modern Foreign Languages" (Paquette, 1966, p. 20-22). The result of this cooperative effort between the Foreign Language Program of the Modern Language Association (MLA) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) had a significant impact on the profession. However, another project from the Modern Language Association's Foreign Language Program, the "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," never met with the anticipated success, and these tests were not used as widely as expected.

The foreign language field had to wait until the 1980's and the development of the American Council on the Teaching of Foreign Languages/ Educational Testing Service Oral Proficiency Interview to see the implementation of required tests for future foreign language teachers. As the extensive adoption of testing prospective teachers took hold, concerns were voiced for the first time regarding the "instructional validity of teaching majors and minors" (Strasheim, 1991, p. 102). These concerns were two-fold:

1. University foreign language courses may not specifically prepare future teachers for the required tests, especially in oral proficiency (Magnan, 1987). Language courses in foreign language departments still emphasize literature, structure, composition, phonetics, and linguistics. Conversation courses are still the exception among university foreign language courses, so is overseas study.

2. University foreign language courses need to be reconceptualized and redesigned in order to respond to the needs of teachers for "real language" to be relevant to "real classrooms."

Bernhardt & Hammadou (1987) formulated the following questions: (a) "What is the relative distribution of skills necessary for effective language teaching?" (b) "What kinds of abilities with the language must teachers be able to exhibit?" (c) How relevant are most foreign language major courses to the daily professional lives of public school foreign language teachers?" (Bernhardt & Hammadou, 1987, p. 295-296). A study by Clark & Clifford (1987) on the

correlation between the American Council on the Teaching of Foreign Languages/Educational Testing Service Oral Proficiency Interview rating scales, and actual teacher performance may begin to answer those questions, especially if the study addresses all the American Council on the Teaching of Foreign Languages/Educational Testing Service tests in each of the four skills (Clark & Clifford, 1987).

Along with Axelrod (1966), some foreign language educators have wondered whether universities should design two different types of programs of foreign language courses: one program aimed at prospective foreign language teachers, the other destined to foreign language students who do not want to become teachers (Axelrod, 1966, p.5). Strasheim (1991) believes that "it might just have a positive effect on the instruction across the board" (Strasheim, 1991, p. 103).

Foreign Language Theory: Its Influence on Current Research Approaches

In the field of foreign languages, it is now recognized that "theoretical premises and experimental results inform one another" and "as a result, our notions about research design have changed" (Bailey, Omaggio, Magnan, & Swaffar, 1991, p. 93-94). In 1980, The American Council on the Teaching of Foreign Languages Priorities Conference defined the term "research." Not only did their definition include experimental designs, but also descriptive/naturalistic studies, and action research (Higgs, 1980, p. 70-71). In 1990, The Research

Committee of the 1989 American Council on the Teaching of Foreign Languages Priorities Conference, who identified and assessed research needs for the foreign language teaching profession, recommended using a variety of research approaches, to match the "wide variety of perspectives in the profession today" (Bailey, Omaggio Hadley, Magnan, & Swaffar, 1991, p. 90). They believe that in the classroom environment as well as in individual learning a variety of factors interact, and research designs must be able to account for many variables. Researchers should not limit themselves to "laboratory experiments" and "cognitive studies," but they should choose the most appropriate design, depending "on several factors, including the theoretical starting point for the investigation, the topic one wishes to study, and the resources available in conducting the research" (Bailey, Omaggio Hadley, Magnan, & Swaffar, 1991, p. 94). In their report, the 1990 Research Committee discuss the strengths and weaknesses of the three following approaches: experimental research, naturalistic inquiry, and action research.

The focus of the present research is on foreign language teaching. However, factors which pertain more particularly to general teaching are an intrinsic part of the development of foreign language teachers' perspectives. Therefore the general teaching context cannot be ignored in this study, especially in light of the new developments around the new Holmes Group teacher education programs.

Teacher Education in General

In the field of general education, the Holmes Group (1986), a national consortium of deans of colleges of education in nearly 100 American research universities throughout the United States, originated from a deep concern for the quality of teacher education in this country. It isolated seven major "obstacles" to gaining a good understanding of the problems in teaching and teacher education in general in the United States. They are as follows:

(a) "Overly simple solutions" (p. 24-25) - only "the best and the brightest" should be allowed to teach;

(b) "Naive views of teaching" (p. 29) - "any modestly educated person with average ability can do it," i.e., "teach;"

(c) "Institutions unfit for teacher professionals" (p. 31) - schools in general are not pleasant, "professional" places to work;

(d) "The pitfalls of credentialism" (p.41) - includes notions of competency testing and differential pay scales;

(e) "Problems in undergraduate liberal education" (p. 47) - "lack of curricular coherence--avoidance of a core of enduring and fundamental ideas;"

(f) "Inadequate professional education" (p. 50) - "restricted to a few university courses and a brief period of supervised practice in the schools;"

(g) "Lack of demonstration sites" (p. 56) - where prospective teachers could observe "superior" teaching and field professionals could contribute to the research base in education.

In light of these obstacles, the Holmes Group has enlisted the cooperation of federal agencies, private foundations, and major universities, to combine their efforts toward a reform in teacher education. Of particular interest for this study on student teaching is the sixth obstacle stated as an "inadequate professional education . . . restricted to a few university courses and a brief period of supervised practice in the schools" (Holmes Group, 1986, p. 50).

The university where this present study was conducted joined the Holmes Group about five years ago, and has emphasized research in teacher education. it has defined four broad themes to characterize its new teacher education programs to start in Summer 1992. They are:

> (a) The reflective practitioner. Future teachers will learn to improve their teaching by reflecting upon and utilizing research on effective teaching.
> (b) A community of learners. Future teachers will collaborate with other teachers, students, and University faculty to improve learning for all students.
> (c) Educational technology. Future teachers will know how to use educational technology to engage students in active learning.
> (d) Teaching for every child. Future teachers will be able to help all children learn at a higher level.

This university has also described specific features of its new teacher education programs which apply to both the elementary and the secondary education programs. They include: (a) Working together, going through the entire program as members of a cohort of 12 to 15 students, led by a specially designated member of the graduate faculty who will have the functions of

advisor, mentor and discussion leader; (b) learning in schools, during longer and more diverse field experiences, which will be continuous throughout the program and located at various sites; (c) learning from teachers, student teaching in specially selected schools, and assisted by specially selected and trained supervising teachers and coordinators; (d) knowing the subject matter; (e) sharing responsibility, with greater coordination between subject matter courses and professional education courses.

The rationale behind the new Holmes Group teacher education programs is that teaching is no longer considered as simply passing on knowledge, where learning is reduced to listening, teaching is reduced to telling, and knowledge is static. Increased teacher autonomy is expected to be fostered by these new programs, coupled with a move away from standardized, behavioristic, and technological tradition. The broad themes defined by this university will emphasize a critical and reflective approach in contents and goals, and promote interdisciplinarity, communication and collaboration among scholars and practitioners. In that sense, it reflects "the critical and reflective content and goals of the recent reconceptualization of curriculum studies" and "intersects with the reconceptualist agenda" (Pinar, 1989, p. 12). Pinar points out that "the theoretical apparatus is now in place for a curricular reconceptualization of teacher education." He concurs with the Holmes proposals, but recommends that they be "modified to meet reconceptualist goals" (Pinar, 1989, p. 9).

Curriculum Theory Underpinnings for Teacher Education and Research

Scientific Theory Challenged: Implications for Education and Research

The traditional view of curriculum theory was that of a rule maker or recipes maker for practical applications. However, it is not a consequence of its origins in administration alone, when in the 1920's, curriculum studies began as a subfield of educational administration, and its main function "was to develop and manage curricula for a public school system in a period of rapid expansion" (Pinar, 1988, p. 1). It also springs from the taken-for-granted assumption that theory justifies itself by its ability to predict and control future circumstances. This assumption reflects an attitude prevalent in all fields during a scientific era.

Doll (1988) points to the link between traditional curriculum concepts and Newton's construct of stable order, and the universal laws and the scientific method which are a consequence of that construct. They dominated the Western world of thought for over two centuries. The scientific method and Newton's universal laws are based on the notions of stability and uniformity. "Newton was convinced that order in nature presents itself to observation as a set of necessary relations capable of exact mathematical description. The work of science is to uncover these relations" (Westfall, 1968, p. 78).

New developments in science, notably quantum physics, rendered those notions of a stable state untenable, "unreal" (Doll, 1988, p. 115), and in Schön's

(1971) eyes, reduced them to no more than "useful fiction for scientific process and progress in the Western world" (Doll, 1988, p. 117).

> The abandonment of newtonian mechanics as a paradigm for understanding reality is well advanced. Yet, the metaphysical view of the world it once inspired has proved rather more durable . . . Only in recent decades have the philosophical implications of quantum physics begun to reverberate through other knowledge domains. (Lucas, 1985, p.165)

This shift away from Newtonian thinking carries some social, educational, and research implications. The mechanistic concepts of cause and effect, stimulus and reaction, incremental progression, and linear sequencing, are now outmoded. There is a need for a new model of education inquiry, one which would accept uncertainty and non-rationality. Schön (1983) questions the generalization of the scientific method and rejects the view of reality it assumes. He proposes a new model, recognizing a reality which "accepts and uses both 'zones of uncertainty' and 'non-rational processes'" (Doll, 1988, p. 116). This requires a change in attitude, and a different vision. It is not easy and one must cope with existential fears aroused when looking "beyond the notion of stability" into "natural chaotic systems" (Doll, 1988, p. 117). Curriculum is no longer looked at as a "pre-set order which precedes instruction, but as the process we engage in when we teach and learn with our students" (Doll, 1988, p. 130).

Macdonald (1988) points to another serious shortcoming of the scientific method and how it affects curriculum theory and teaching. Scientific studies are very specific and pointed. It may prove difficult to justify generalizing their

results. In order to be scientifically rigorous, it may be necessary to impose limitations to our inquiries, resulting in a limitation in our knowledge and understanding of the reality, of our world, and of ourselves.

"The essence of what we call rational thought is leaving out things--gut sensations, feelings, impulses to act" (Slater, 1977, p. 179). Slater (1977) saw the source of our need for rationality and objectivity in our anxieties, fears and tensions. This theme is also discussed by Griffin in her writings about the traditional ideology and its "fears [of] natural life" (Griffin, 1982, p. 276). She states that "through this ideology the mind imagines that to wish is to command, or that feeling can be replaced by concept" (Griffin, 1982, p. 276). She depicts "the desire to control reality with the idea, and to describe reality as always predictable" (Griffin, 1982, p. 279), and explains how traditional ideology "is annoyed by any detail which does not fit into its world view" (Griffin, 1982, p. 280). A theory which explains things in order to make it possible to predict and control them, a theory which leads to practice, and whose sole aim and concern are practice, is anti-theoretical; it is a limited and limiting concept of theory.

A Reflective Model

Macdonald looks at theory in a different way: "The intention [should not be] to explain (flatten out) for control purposes, but to reinterpret in order to provide greater grounding for understanding" (Macdonald, 1988, p. 102). Such understanding is not necessarily the result of logical, analytical reasoning. In fact, Keohane, Rosaldo & Gelpi (1982) stress that, although one of the main

goals of the arts and sciences is to understand and explain the human experience in all its aspects, the feminist theory brought to everyone's notice that to a certain extent the arts and sciences fell rather short of their mark. Through neglect, ignorance, unawareness, and refusal to be aware of, a vast domain of that human experience remained unexplored, misunderstood or misrepresented. Numerous areas of human experience have so far remained left out of every field of inquiry. They were ignored because they contradicted, or simply were not in keeping with, the traditional, logical human experience as construed and described by the scientific method.

Therefore, we must look at reality in a different way. We must accomplish a "re-vision" (Keohane, Rosaldo, & Gelpi, 1982, p. vii). It is a matter of putting on a different set of glasses to look at the world and at the "historical, economic, religious, biological, artistic and anthropological constructs" (Keohane, Rosaldo & Gelpi, 1982, p. vii) which surround us. Jehlen, talking about the feminist theory writes that "feminist thinking is really rethinking" [Jehlen's emphasis] (Jehlen, 1982, p. 189), therefore "feminism, as rethinking, [must] rethink thinking itself" (Jehlen, 1982, p. 215). In a similar fashion, in curriculum theory we must renew our vision and relearn thinking.

Prigogine & Stengers (1984) are aware of the necessity "to relook at the world, to cast off those lenses which constrain us to see all order in linear and stable terms" (Prigogine, cited in Doll, 1988, p. 124). They advocate "a new dialogue with nature" (Prigogine, cited in Doll, 1988, p. 124) where we are part

of what we try to observe. This new dialogue should "recognize multiple levels of reality, as well as non-linear, random ordering" (Doll, 1988, p. 125). In this context, curriculum theorists have proposed various models of curriculum.

Doll (1988) wrote that:

> the time seems propitious to base curriculum, not on concepts of stability, but on concepts of instability. The measured curriculum needs to be replaced with a transformative curriculum [which] focuses on the qualitative changes the participants--teachers as well as students--go through as they engage in the curriculum" (Doll, 1988, p. 126-127).

Later comments indicate that Doll would "not bifurcate stable-unstable so much," but would recommend to "move beyond simple stability--Newtonian/ Euclidian order--to complex stabillty, that 'chaotic order' which includes instability as an internal part--maybe like a double helix" (Doll, personal communication, 1991). More recently, Doll added that there may be an interrelativity between chaos and order, whereas the margin in-between is the locus where new paradigms occur (Doll, personal communication, 1992). This is reminiscent of Derrida's metaphor of the frame which separates art from what is not-art, and which is "the decisive structure of what is at stake, at the invisible limit" (Derrida, 1978, p. 61). Doll (1988) noted that Prigogine is one of the theorists working along these lines: "[he] gives a perspective of reality useful for the construction of a curriculum which goes beyond stability, and into the realm of transformation" (Doll, 1988, p. 126). Doll also remarked that Piaget, when read in a Newtonian perspective, was not given credit for what Doll conslders "exciting in his model" and also "essential": "the concepts of

self-regulation, pathways of development, feedback loops, and modes of disequilibrium" (Doll, 1988, p. 128).

Macdonald proposes a "reflective model," in opposition to "sociai engineering" and science, approaching curriculum theory as a "form of hermeneutic theory" (Macdonald, 1988, p. 111). He believes that theory has value as such, and not for the sole purpose of practical applications. He recalls that for the Greeks, theory and practice were "two [different] ways of living: the contemplative and the political" (Macdonald, 1988, p. 103). Evoking Heidegger, Macdonald suggests to "accept meditative thinking on an equal footing with calculative thinking" (Macdonald, 1988, p. 103). As opposed to fragmented perceptions of reaiity, "islands of knowledge," a meditative approach "is an attempt to deal with unity rather than bits and parts additively" (Macdonald, 1988, p. 105). Macdonald (1988) presents and discusses the positions of Habermas, Gadamer, and Ricoeur. With Gadamer and Ricoeur, he proposes "an ontologicai interpretation in hermeneutics rather than an epistemological or methodoiogical stance" (Macdonald, 1988, p. 106). He believes that both theory and practice are necessary for a better understanding, that both are "a necessary moment" (Macdonald, 1988, p. 107) in the hermeneutic process, and both science and critical theory play a part in it.

Macdonald (1988) introduces a third methodology: "the mytho-poetic imagination" (Macdonald, 1988, p. 108) distinct from science and critical theory, and which is reminiscent of Heidegger's "process of 'radical astonishment'"

(Macdonald, 1988, p. 108). This method introduces "insights, images and imaginative (or speculative) symbolizations" (Macdonald, 1988, p. 108) as keys to a deeper understanding, "more personalized and uniquely biographical" (Macdonald, 1988, p. 108). He insists that all three methodologies are essential for a more complete understanding.

Reconceptualization of the Curriculum Field

The words "theorizing" and "currere" are associated with the theorists who were engaged in the reconceptualization of the curriculum field. Haggerson & Garman (1981) characterize theorizing as a "metaphor, [a] method and [an] act."

> The first step of the method of currere is regressive, the free associative remembrance of the past . . . The next step, the progressive, asks me to ponder meditatively the future . . . Third, I analyze what I uncover in the first two sections, an analysis devoted to intuitive comprehension as well as cognitive codification . . . Now the antithesis, the synthetical stage. (Pinar & Grumet, 1976, p. 124)

As Lobkowicz (1967) describes it, the relationship of theory/practice was not always one where theory guided practice. For the Greeks, contemplation and the resulting wisdom (true knowledge) represented theory while practice consisted of the political life. The luxury of theorizing was reserved to a scant elite. There was no application of theory to practical life. The Christians brought another meaning to theory and practice and their relationship. "Theory becomes identified with belief, with faith" (Pinar & Grumet, 1988, p. 95) and it is evocative of Macdonald when he declares: "The act of theorizing is an act of

faith, a religious act . . . curriculum theorizing is a prayerful act" (Macdonald, 1988, p. 110), with "good works" and a strong emphasis placed on charity and love, while mere knowledge and theorizing were less significant.

"Theory as a guide to practice is a modern understanding of the theory/ practice relationship" (Pinar & Grumet, 1988, p. 95). One main characteristic of reconceptualization is to maintain a distance, a tension, "[to draw] a wedge" (Pinar & Grumet, 1988, p. 98), between theory and practice, in order to break the familiar "taken-for-granted" (Pinar & Grumet, 1988, p. 93 & p. 99) patterns. Not only should theory and practice remain "alienated" (Pinar & Grumet, 1988, p. 99) but theorizing should not be confused with curriculum policy either.

Another important characteristic of reconceptualization of curriculum theory is in the continuous questioning and growing in all categories of human experience: social, political, racial, gender, aesthetic, etc... The field should be theoretical, not scientific, since the theories scientifically derived are seen as reducing the possibilities of freedom and discourse. The reconceptualization theorists refuse to give "classroom recipes," to generalize and to produce how-to manuals, curriculum material, or programs. They aim at changing the relationship with schools, at breaking the old familiar patterns, interrupting the predictable responses, and severing taken-for-granted ties. They do not want to create a curriculum knowledge to give to schools, which would immobilize teachers in a de-skilled, functional role of carrying out dogmatic directives imposed upon them. They want to work <u>with</u> teachers who would thus emerge,

increase their own knowledge, abilities and capabilities, and gain their own freedom and autonomy. They think that contemplation as a basis for knowledge should not be the privilege of a few. Rather, they wish to challenge all unjust privileges, and create a different, better, world view which would enable teachers to act authentically and freely.

If teachers are to gain autonomy as hoped for by the reconceptualization theorists, their professional education needs to be reconsidered. The shift away from the scientific method has not sufficiently affected the professional education of teachers. It still mostly stands outdated. Teachers are still too often trained to apply means to ends, and prepared to teach in an obsolete perspective of "stable order." It follows the traditional pattern of applied sciences, where "the teaching of scientific principles should precede the development of skills in their application" (Schön, 1983, p. 29). Doll asserts that it is "the foundation of all professional training in America since the establishment of John Hopkins University in 1876" (Doll, 1988, p. 118). However, some professions such as lawyers and medical doctors have started to modify their professional education. For instance:

> Michigan, more than any other law schools, seeks to provide students with the inteilectual and theoretical background with which an attorney can undertake a more reflective and rewarding practice. It is felt that too much haste or emphasis on vocational skills, without a broader and more critical view of the framework in which lawyering occurs, runs the risks of training technicians instead of professionals. (University of Michigan Law School Announcement, p. 15, cited in Pinar, 1989, p. 10)

Schön wrote about the function of the traditional professional school: it must ensure "the transmission to its students of the generalized and systematic knowledge that is the basis of professional performance" (Schön, 1983, p. 37). His objections were that generalizations are useless, assumptions are outdated, and technical rationality is limiting. Situations are always particular, not general. Yet current professional teacher education does not encourage teachers to develop the necessary skills to deal with particular situations and to show autonomy.

> In the late nineteenth century and early twentieth century . . . technical practice was destined to supplant craft and artistry. For according to the Positivist epistemology . . . craft and artistry had no lasting place in rigorous practice knowledge. (Schön, 1983, p. 34)

However, the best practitioners are those who do develop "craft and artistry," sometimes in spite of their professional school training. They develop competence on how to work in practice. They reflect on the practical experience they gain and refine their skills. Merely applying knowledge which others have generalized and formalized is vastly insufficient.

Practitioners developing and refining practical knowledge and experience do so by remaining "[opened] to surprise, puzzlement, confusion" (Schön, 1983, p. 66). Schön believed that it is essential in order to develop reflective intuition. In order to function efficiently in chaos, a whole new set of skills is needed, based as much on the non-rational as on the rational. Based on such skills, Schön developed a "reflection-in-action model" (Doll, 1988, p. 119). Those

skills are "intuitive looking, reflective processes, searching for anomalies" (Doll, 1988, p. 120). Schön believes that they should be taught by professional schools. Some time before that, Tolstoy had expressed similar thoughts in these words:

> The best teacher will be he who has the ability of inventing new methods . . . [and] the best method would be . . . not a method, but an art. Every teacher must . . . endeavor to develop in himself the ability of discovering new methods. (cited in Doll, 1988, p. 120)

Rationale

Recently, the field of foreign language teacher education has received increased attention. However, it remains relatively unexplored compared to areas such as foreign language methods and classroom techniques, and still "minimal attention is paid to the development of teachers in second languages either conceptually or research-wise" (Lange, 1990, p. xi). According to the latest literature, the focus needs to shift from the concept of teacher training, where preparation for teaching consists of familiarizing student teachers with skills and techniques to practice in the classroom, to that of teacher education, or teacher development where teachers become involved "in developing theories of teaching, understanding the nature of teacher decision making, and strategies for critical self-awareness and self-evaluation" (Richards & Nunan, 1990, p. xi; Lange, 1990, p. 250). This new focus has prompted teacher educators to propose programs where student teachers are encouraged to investigate their own teaching practices and that of others, and develop

decision-making skills. Their aim is to steer student teachers toward greater autonomy. In this process, changes in the roles of both teacher educators and student teachers are necessary (Richards, 1990, p. 15).

Considering the latest developments in (a) foreign language teaching and teacher education, (b) general teacher education inciuding the changes initiated by the Holmes Group reform of teacher education, (c) curriculum theory's implications for teacher education, (d) the priorities set on foreign language teacher education and research, and (e) the call for additional foreign language teacher education data base, it seems imperative to direct more efforts toward specific research in foreign language teacher education. In order to respond to the seven obstacles identified by the Holmes Group and the priorities set forth by the Research Committee of the 1989 American Council on the Teaching of Foreign Languages, and to propose soiutions which would genuinely be fitted to the unique needs of foreign language teacher education, research is needed which addresses specific questions in the field of foreign ianguage teacher education.

One area of special concern is student teaching. It is an important phase of the teachers' professional development, often deemed the most important one (Adler, 1982; Brickell & Paul, 1982; Conant, 1963; Zeichner, 1978). Authors such as Celce-Murcia (1983) and Coste (1983) call for fewer university courses and more student teaching but Cronin (1983) insists that increasing the amount of time spent in field experiences is no substitute for the

quality of supervision and feedback provided to student teachers. Zeichner (1986) asserts that "there is little, if any, disagreement at a general level as to the importance of providing a quality student teaching experience in preservice teacher education programs" (Zeichner, 1986, p. 26). Yet very little research has been conducted in terms of types of field experience, amount and type of feedback to student teachers, integration of methods courses with clinical field experiences, to cite only a few important unexplored or insufficiently explored areas. The literature on general education showed some response to these needs, and there has been a great deal of debate about the role played by preservice field experience in teachers' professional development, as well as about the relationship between teachers' cognitive processes and teachers' actions in the classroom. However, in the field of foreign language education, little research has been conducted about the student teaching experience, and the scholarly literature is ten to fifteen years ahead of classroom practice.

Based on the renewed interest in both teacher education and foreign language education, and in light of the problems and needs recently uncovered in the field of teacher education in foreign languages, this investigation proposes to address the issue of student teaching, in the field of foreign language teacher education.

Problem

Although some survey and descriptive data are available on teachers' perceptions of foreign language teaching and on events occurring in the

classroom, as well as recommendations issued by scholars on what should be taught and how, and on what should take place in a foreign language classroom, very little is actually known on the beliefs, conceptions and choices which underlie actual classroom practices of foreign language teachers. Within this broader issue, the focus of this study is on one of the most neglected areas of inquiry in the field of foreign languages, the preservice field experience (Bernhardt & Hammadou, 1987), and its impact on teacher perspectives, as stated in the objectives below.

Objectives

This research proposes to investigate the development of student teachers' perspectives of foreign language teaching during their semester of preservice field experience. The following questions guided this inquiry:

1. What perspectives of foreign language teaching do student teachers hold upon completion of their program of university courses?

2. Is there an alteration of student teachers' perspectives of foreign language teaching during their student teaching semester?

3. What factors appear to influence student teachers' perspectives of foreign language teaching during their student teaching semester?

Definitions

For the purpose of this study, the following definitions are applied:

College coordinator - His/her responsibilities are to act as a liaison between the participating school and the College of Education, visit the student teachers,

confer with student teachers and supervising teachers, discuss student teachers' evaluations, and meet periodically with the student teachers as a group. Also called university supervisor in the literature.

Comprehensible input - "Language that contains structures that are 'a little beyond' our current level of competence (i + 1), but which is comprehensible through our use of context, our knowledge of the world, and other extralinguistic cues directed to us" (Omaggio, 1988, p. 29).

Content - In a teacher education program, it refers to the knowledge and understandings, skills and dispositions, attitudes and beliefs that teacher educators consciously try to alter or influence in their teachers or teacher candidates (National Center for Research on Teacher Education, 1988, p. 28).

Dilemmas - The dilemma language of schooling is an effort to represent the thought and action of teachers as an ongoing dynamic of behavior and consciousness within particular institutional contexts of schools (Berlak & Berlak, 1981, p. 111). This concept is discussed under "Method - Theoretical Framework" (Chapter 3).

Ecology - It is the branch of sociology which deals with the relations between human beings and their environment. It may also refer to the balanced and harmonious relationship of living things to their environment, and by extension, to the balanced and harmonious relationships of various factors or components, e.g., "an ecology of language processes and cultural patterns" (Bowers & Flinders, 1990, p. 2).

Foreign language - It is the language which is formally learned, after the child has already acquired a native language, generally in a teaching institution. It is concerned with the "acquisition of a new language by majority-language speakers who are not living in an environment in which their new language is commonly spoken. . . . The term foreign language, while still widely used, has negative connotations of alienation for some parts of the community" (Curtain & Pesola, 1988, p. xii). [emphasis added by authors]

Interactive phase of instruction - It is the period of instruction when teachers interact with students as they implement instructional plans (Clark & Peterson, 1986).

Native language - It refers to the language to which one is born, and which is primarily learned while growing up.

Oral Proficiency Interview - The American Council on the Teaching of Foreign Languages/Educational Testing Services Oral Proficiency Interview (ACTFL/ ETS OPI) is a face-to-face interview, with one tester only. The interview aims at communication in a variety of situations/functions/contexts. It lasts 10-40 minutes and is recorded. The tape is used for rating, generally after a delay. It is rated one or two more times by independent raters in terms of functions, contents, accuracy. Rating is global only, with no possibility of additional factors weighing.

Proficiency guidelines - They contain generic and language specific descriptions of learners' ability at succeeding levels of proficiency in all four skills, i.e.,

listening, speaking, reading, and writing. These descriptions are in fact the result of data collected from oral interviews for over 40 years. Therefore, they are experientially, vs. hypothetically, based, i.e., they describe how language learners typically function at various levels of competency--regardless of how they acquired it--not how theorists think they ought to function at those levels. They advocate no particular teaching approach. However, since they describe how a person uses the language in "real life," they do reflect some functional-notional syllabus tenets, e.g., tasks described in terms of functions such as express agreement. The Proficiency Guidelines also describe interactions in communicative contexts, e.g., going shopping, and thus reflect features of the communicative approach. They claim proficiency as their organizing principle. Three interrelated criteria underlie the descriptions: function, content/ context, and accuracy, at every level, in every four skiils. It has the following implications: (a) students can communicate at an early stage of language learning, even if with iimited functions (simple request: pencil?) on simple content (classroom context), with non-native accuracy (yet comprehensible to natives used to dealing with foreigners); (b) the functions' complexity increases as students move to higher levels (request for itinerary info), the content broadens and becomes more sophisticated (describe events in future or past), accuracy improves (more acceptable to native speakers not used to dealing with foreigners). The scale along which the guidelines develop is not linear.

Program - It is a deliberate educational intervention designed to foster learning (National Center for Research on Teacher Education, 1988, p. 27).

Postactive phase of instruction - It is the period of time following instruction during which teachers reflect on their teaching (Clark & Peterson, 1986).

Preactive phase of instruction - It is the period of time during which teachers prepare for instruction (Clark & Peterson, 1986).

Second language - In some instances, this expression is used to mean acquisition of the majority language by minority-language speakers. It is sometimes inappropriate because a number of students in these programs may actually be acquiring a third or even a fourth language (Curtain & Pesola, 1988, p. xii). In this report, where it appears, the expression "second language" is used synonymously with the terms "foreign language."

Standards - It refers to the criteria for judging teachers' performance within the components of a program (National Center for Research on Teacher Education, 1988, p. 28).

Student teacher - It refers to a student enrolled in the student teaching semester program. It may also be referred to as preservice teacher in the literature and in this study.

Student teaching - "It is clear, from any examination of the literature on student teaching that there is no agreed-upon definition of the experience and that there is a great deal of variety in the ways in which student teaching is conceptualized, organized, and actually conducted, even in a single institution

(Tabachnick, 1985, p. 6). By general agreement, it is described as the period "of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks" (Flowers et al., 1948, p. 21). Some terms are used interchangeably in the literature, and in this study: preservice field experience, clinical experience, practicum experience.

Supervising teacher - It refers to the teacher in whose class(es) the student teacher is doing her/his student teaching. Often called cooperating teacher in the literature.

Target language - In this report, where it appears, the term "target language" is used synonymously with the term "foreign language."

Teacher actions - It refers to the teachers' classroom behavior (Clark & Peterson, 1986).

Teacher conceptions - It refers to the teachers' beliefs and abstract ideas about experiences (Clark & Peterson, 1986).

Teacher learning - It focuses attention on the changes in knowledge, skills, and dispositions that may occur through teacher education (National Center for Research on Teacher Education, 1988, p. 29).

Teacher perspectives - Here, these terms refer to the specific categories and dilemmas addressed in this study. The concept is situated in a theoretical framework as described under "Method - Theoretical framework" (Chapter 3). Berlak & Berlak's (1981) concept of teacher perspectives is a "pattern of

resolutions" combining a "dominant" i.e., more frequent, modes of thought and action with "exceptional" i.e., less frequent, modes of resolution (Berlak & Berlak, 1981, p. 133).

Teacher planning - It refers to the teacher's actions which occur during the preactive and postactive phases of instruction (Clark & Peterson, 1986).

Teacher thought processes - The thinking, planning, decision-making, and implicit beliefs which underlie teacher behavior (Clark & Peterson 1986).

Theoretical orientation - The personally held belief and value system which guides individual teachers' thought processes (Clark & Peterson, 1986).

Organization of the chapters

Chapter 1 described the context of this research, in order to develop an appreciation of: (a) the problem this study proposed to address, (b) its place in education, and (c) its theoretical and practical significance. It considered foreign language theory and its influence on teaching practice and research, general education and the new Holmes Group teacher education programs, and curriculum theory underpinnings for teacher education and research. A general statement of the problem and specific objectives were formulated. Definitions of key terms as they apply to this study were provided since they may be defined differently by different educators and in different contexts, as well as a description of the content of the subsequent chapters.

Chapter 2 presents a review of previous research on foreign language education, and includes a review of relevant research on general teacher

education. It is organized into broad categories in order to provide a more unified and meaningful picture of the state of knowledge in the fields of teacher education in general and foreign language teacher education in particular. Following the literature review, the significance of this study will be addressed, making expiicit how it responds to the area of need uncovered by the review of the literature in both foreign language teacher education and general teacher education.

Chapter 3 describes the methodology used to conduct this inquiry. It opens with an account of the theoretical framework, followed by a discussion of the methodological framework, its fit to this research, and its trustworthiness. It continues with a description of the research design and procedures, including participants, program, setting, data collection, and the measures employed.

The research findings are reported in the fourth chapter. An individual profile of each participant is drawn. In this chapter, the student teachers and their supervising teachers were the main voices.

The data are analyzed in the fifth chapter in a comparative case analysis format. Tables and narratives are used to present the results.

The sixth chapter includes a brief summary of the problem, methodology and results, an interpretation of the findings in the context of previous research, limitations of the study, and implications of the findings for policy, practice, and future research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents a review of previous research on foreign language teacher education, and includes a review of relevant research on general teacher education. Following the literature review, the significance of this study is addressed, making explicit how it responds to the areas of need uncovered by the review of the literature in both foreign language teacher education and general teacher education.

Review of Previous Research

The Research Committee of the 1989 American Council on the Teaching of Foreign Languages Priorities Conference in Boston identified and assessed research needs in the field of foreign languages. On the priority list drawn by the Research Committee, Research and Teacher Education were foremost (Terry, 1991). In its final report, the Research Committee focused on three main issues:

> 1. The importance of designing research studies that will contribute to the theory-building process and planning research that tests particular theories.
> 2. The need to broaden the scope of second language research efforts to embrace various types of research paradigms and procedures, including experimental, naturalistic, and classroom-based studies.
> 3. The importance . . . to communicate . . . about research and its impact on the profession, and to create opportunities for collaborative research efforts.

Foreign Language Teacher Education

Bernhardt & Hammadou (1987) conducted a survey of the literature published in the field of foreign language teacher education between 1976 and 1987, and assessed the research database. The foreign language teacher education research articles were selected on the following criteria: (a) What should foreign language teachers know? (b) what should they do? and (c) how should they be prepared? The selected articles were categorized according to seven specific descriptors:

1. Global position statement (i.e., broad issues) articles cover skills and strategies, models, current status, and education format of preservice coursework. They are brief accounts of the state of the art, and little direction can be drawn from them.

2. Teacher classroom behaviors articles are product- and process-based. They are generally characterized by a behaviorist approach, and fail to consider teaching as an activity which is both cognitive and affective.

3. Training university teaching assistants appears to be a popular topic. Those articles generally outline training programs. They represent the only area actually supported by empirical data. They point to an over reliance on experiential models. They are "unsophisticated and inefficient" (Bernhardt & Hammadou, 1987, p. 292) and do not take into consideration the context.

4. Articles on the training of university professors present the same drawbacks. They point to problems rather than suggest solutions.

5. Publications on inservice opportunities are mostly descriptions, and address the further development of already experienced teachers of foreign languages.

6. Supervision articles stress a lack of meaningful and helpful supervision and of differing supervision models. This area does not seem sufficiently explored.

7. Methods course curricula literature points to weak and limited offerings.

In this survey, Bernhardt & Hammadou (1987) found that the database for foreign language teacher education is extremely limited and relies on "discussions among experienced language educators about the educational needs of foreign language teachers as the experts have perceived them, rather than on the principled collection of data and information" (Bernhardt & Hammadou, 1987, p. 294). They counted only seventy eight articles included in the database on foreign language teacher education, with no evidence of theoretical framework, data, or genuine concern for preservice education, and with a marked lack of awareness of the literature on general teacher education. Those articles essentially rely on "in-house, experiential" (Bernhardt & Hammadou, 1987, p. 293) sources rather than on data-based studies. Of the seventy eight articles surveyed, only eight report actual foreign language teacher education research.

In the domain of teachers' behavior, Nerenz & Knop (1983) focus on classroom management and lesson planning. They report that a substantial amount of class time is spent by teachers on transitions between activities. They suggest that teachers be taught specific strategies which would become part of class management and lesson planning, and help reduce transition time, thus increase active teaching/learning time.

Training unexperienced teaching assistants has prompted slightly more interest since early in the eighties, when the demand for teaching assistants increased (Hagiwara, 1977). Ervin & Muyskens (1982), Knop & Herron (1982), Nerenz, Herron & Knop (1979), and Schulz (1980) contributed data to the field on the types and content of teaching assistants training programs in various American universities. Generated by surveys, this data add to the body of knowledge which informs the development of programs for foreign language teaching assistants' training. In the field of supervision, Nerenz (1979) studied the role of the university supervisor and drew some practical implications.

DiPietro, Lantolf & Labarca (1983) conducted a survey of graduate foreign language curricula. They point to a predominance of literary studies at the graduate level and called for greater diversity. Methods course curricula were surveyed by Richards & Hino (1983) who reported a low correlation between university courses and their usefulness as perceived by teachers. Another survey on a similar topic, not reported in Bernhardt and Hammadou's (1987) article since it was published in 1990, was conducted by Lange & Sims.

They examined and compared teacher's perceptions of the quality and usefulness of their pre-professional education. They concluded that a surprisingly broad gap exists between the quality of teacher preparation and its usefulness as perceived by teachers of three to four years of experience in foreign language teaching. The authors believe that the results of this study should be taken into consideration for a review of teacher education programs and state rules for foreign language teachers licensure. Looking at methods course curricula, Clifford, Jorstad & Lange (1977) reported on the effectiveness of student evaluation of peer-group microteaching as preparation for student teaching.

Bernhardt & Hammadou (1987) did not include in their report a survey conducted by De Garcia & Reynolds (1978), yet it is worth noting for its "rationale for humanizing teacher inservice education" (De Garcia, & Reynolds, p. 649) and for its effort to offer teachers an opportunity to develop self-awareness, and to reflect on their values. A 53 question instrument was developed to guide teachers in exploring their own attitudes and beliefs in foreign language learning and teaching. These questions addressed "a variety of ideas on the philosophy of language teaching, techniques, innovations, learning behaviors, etc." (De Garcia, & Reynolds, p. 650). A scoring scale and its meaning were included to encourage the development of self-awareness and value clarification.

More recently, Gebhard (1990) conducted an ethnographic study of a field experience with seven English as a second language student teachers. The investigation followed student teachers' behavior changes which resulted from interactions throughout the student teaching period. Changes were reported in five participants and in four areas: (a) setting up and carrying out a lesson; (b) use of classroom space; (c) selection of content; and (d) treatment of students' language errors. Some implications were drawn regarding both teacher educators and researchers.

In addition to the lack of research in foreign language teacher education, Bernhardt & Hammadou (1987) stressed that the general teacher education literature is mostly ignored. Only rare references were made to relevant or parallel studies in the broader field of general teacher education. As a consequence, a valuable source of information and data is not tapped and utilized in foreign language teacher education. Furthermore, the Research Committee of the 1989 American Council on the Teaching of Foreign Languages Priorities Conference called for "collaboration among researchers in related disciplines" (Bailey, Omaggio Hadley, Magnan, & Swaffar, 1991, p. 97). Therefore a survey of the literature on general teacher education is necessary.

Teacher Education in General

Influence of Preservice Field Experience

In the literature on general education, two main currents of thought concerning the influence of preservice field experience on teachers'

perspectives have been identified. These two trends oppose scholars who believe that the teacher's biography is the determinant factor, to those who are convinced that student teaching does make an impact on teachers' professional development. Examples of both schools of thought follow.

Through teachers' responses to questionnaires and interviews, Lortie (1975) found evidence that teachers are different from the "boys in white" (medical students) studied by Becker, Geer, Hughes, & Strauss (1961) from whose study the definition of "perspectives" used in this research is drawn. They found no evidence of shared group perspectives among teachers. In fact, teachers proved to be extremely individualistic in their professional perspectives, and appeared reluctant to base their professional expertise on knowledge acquired through formal training such as university courses. According to Lortie (1975), teachers rely more heavily on their "latent culture," described as "the internalization of teaching models," throughout their schooling. Formal pedagogical training, preservice field experiences included, appear to Lortie (1975) negligible in guiding teachers' beliefs and classroom behavior. Ensuing studies in the United States, Australia, and Great Britain have concurred with Lortie's (1975) conclusions that teachers' biographies are a strong factor in their professional development.

The opposing view maintains that student teaching does have an effect on teachers' professional development. This view has received support from several studies, even though they do not all agree on the specific nature and

sources of influence during student teaching. Some studies discussed below assert that there is a continuity between university courses, preservice field experience, and teaching. From this standpoint, each stage of teacher development is said to support and reinforce the preceding one. It is believed to be a cumulative process of knowledge and experience which results in the confirmation and strengthening of any previously acquired perspectives. Among researchers holding this view, Bartholomew (1976) discussed the development of an "objectivist conception of knowledge." Dale (1977) followed teachers from their pedagogical training at the university, through their preservice field experience, and on through teaching, and discussed the development of a "cognitive style of individualism." Such a continuity between university courses, preservice field experience, and teaching seems dependent on "educational commitments which do not challenge existing occupational, institutional, and cultural patterns" (Tabachnick, Zeichner, Densmore, Adler, & Egan, 1982, p. 10).

Other scholars whose research is presented below assert that preservice field experience marks the onset of a reversal process whereby entering in the real world of teaching becomes tantamount to culture shock, and the previously learned concepts become more or less severely challenged by the daily reality of the classroom. In this view it is believed that during the period of student teaching, preservice teachers are torn at worst, walking a fine line at best, between two poles of influence: their allegiance to beliefs in what the university

taught and the college coordinator, and the challenges arising from the new context of the classroom and the supervising teacher. In a study concerning the socialization and professional development of preservice teachers, Lacey (1977) concluded that student teachers modify their own teaching conceptions, attitudes, and classroom behaviors to adapt to the already accepted teaching conceptions, attitudes, and classroom behaviors of the supervising teacher's classroom and school. Zeichner & Tabachnick's (1982) is one of the several British and North American studies which found "evidence that the impact of campus-based teacher education is 'washed out' beginning during student teaching and continuing on into later teaching experience" (Zeichner & Tabachnick, 1982, p. 9). A later study by Palonsky & Jacobson (1988) confirmed that preservice teachers forego theories, methods and techniques taught by their university education program in order to adapt to the conceptions and behaviors advocated by their supervising teachers.

Among those who believe that student teaching has an adverse effect on campus-based teacher education, a controversy has developed about the nature and origin of what causes this reversal process. Yee (1969) investigated the role played by supervising teachers, Hoy & Rees (1977) looked into the bureaucratic organization of the schools, and Copeland (1980) studied the ecological milieu of classrooms. More research is needed which focuses on specific factors in the context of specific field experiences.

Limitations of Research on Student Teaching

Numerous studies have been conducted on the impact of student teaching on the development of student teachers' perspectives. However, several offer only a limited understanding of the impact of preservice field experience because they collected data using a pre- and post-questionnaire or a survey design. Such designs leave out the most important part of the field experience itself, i.e., the process through which their perspectives go as student teachers live the ongoing experience of student teaching. Romberg & Fox (1976) revealed that education program designers often are unable to predict what preservice teachers actually learn during the course of their field experience.

Later, Tabachnick, Zeichner, Densmore, Adler, & Egan (1982) showed that if there is an impact at all, it must work its way on a day to day basis as the experience unfolds throughout the semester, during the daily interactions of the preservice teacher with the pupils, the supervising teacher, the school administration, and the college coordinator. Therefore, most of the research on preservice field experience, by leaving aside the process itself of student teaching, has been unable to give an accurate picture of its complexity.

Another source of inaccuracy is that most of the studies on student teaching have been limited to examining student teachers' ideologies. A teaching ideology is defined by Sharp & Green (1975) as

> a connected set of systematically related beliefs and ideas about what are felt to be the essential features of teaching . . . a broad definition of the task and a set of prescriptions for performing it, all held at a relatively high level of abstraction. (Sharp & Green, 1975, p. 68-69)

Keddie (1971) calls teaching ideologies "educationalist context," and Argyris & Schön (1974) call them "espoused theory." Sharp & Green (1975) make a distinction between their constructs of "teaching ideology" and "teacher perspectives," the latter being more related to specific actions and situations, and similar to Keddie 's (1971) teacher context and Argyris & Schön's (1974) theory in use. Like the pre/post design, the teaching ideology approach is very limiting, because it isolates teachers' ideologies and expressed attitudes from any context. Moreover, it cannot reflect the impact of student teaching on teaching perspectives, since ideologies operate on a higher level of abstraction than perspectives on which are based day to day classroom practices (Keddie, 1971).

A number of studies which have contributed data showing that student teaching does have some impact on the development of teachers' perspectives also have limitations. Research by Haslam (1971), Gibson (1976), Popkewitz (1979), Tabachnick, Popkewitz, & Zeichner (1979-1980), reveal that the greatest impact of student teaching is on the development of utilitarian perspectives, whereby class management becomes a priority, and teaching techniques an end in themselves. The student teachers' main goals are then shown to be "survival" and "fulfilling the expectations of others" (Tabachnick,

Zeichner, Densmore, Adler, & Egan, 1982, p. 13). The approach in these studies is also limiting in as much as it focuses on the dominant utilitarian perspective, ignoring the subjects who did not fit this pattern. Drawing conclusions inconsistent with their own data on student teaching and its "differential impact on students," studies which focus on the dominant utilitarian perspective limit their results to "the gross indicators of central tendencies" (Tabachnick & Zeichner, 1985, p. 7). Not only do the results of such studies show some inconsistencies with their own data, but they also find themselves at odds with literature on occupational socialization in general such as Bucher & Stelling (1977), and on teacher sociaiization in particular including Lacey (1977). Feiman-Nemser & Floden (1985) have addressed the "heterogeneous nature of student teacher perspectives" and their correspondence to the "variety of perspectives existent in the occupation as a whole," but further research is needed which would focus more on the process of learning how to teach, going beyond ideologies--not ignoring them--to the specific learning situation of each student teacher, but certainly without limiting themselves to "utilitarian" perspectives.

Teachers' Thought Processes

Whereas previous classroom research addressed observable students' behaviors, recent studies have focused on the relationship between teacher cognitive processes and teacher actions in the classroom. In these cases, the assumption is that teacher behavior and thought are inseparable and part of the

same event. Previously mentioned reports from agencies such as the Carnegie Commission (1986, p. 25) and the Holmes Group (1986, p. 28) have referred to teachers as "thoughtful professionals." Clark & Peterson (1986), Shavelson & Stern (1981), and Shulman (1986), have all found a direct relationship between teachers' thinking and planning, and classroom interactions, and Duffy & Ball (1986) have pointed out that one critical aspect of teachers' effectiveness is the theories and beliefs teachers hold. Yet according to Clark & Peterson (1986), research on teachers' theoretical orientations remains the least investigated area in teacher thinking, and Adler (1984), and Carew & Lightfoot (1979) insist that it is pointless to attempt to investigate teachers' behaviors without taking into consideration the theories which underlie those behaviors. Spodeck (1988) calls for more emphasis on teachers' implicit theories (based on practical experience), and less on explicit theories (based on teacher education and professional development). Furthermore, Shulman (1986), Clark & Peterson (1986) and Peterson (1988) point to a need for content specific research in teachers' thought processes.

Journals, Tapes, Autobiography and Reflective Thinking

Walberg & Moos (1980) report that when student teachers develop a self-awareness of their level of instruction, control over their classroom behavior and their teaching is increased, and chances of their initiating and effecting changes toward what is perceived as improvements are enhanced. Bair & Rokosz (1988) stress the importance of preservice teachers keeping a

descriptive daily log. Toward the end of their preservice field experience, student teachers are asked to write a "personal benefits paper" on the benefits given to, and received from, pupils during their field experience. In an article which discusses how student teachers develop a concept of both teaching and themselves, Bolin (1988) presents a case study of one student teacher's journal entries about his student teaching experience. She suggests that journal writing may be useful in helping students become more reflective about their teaching. After examining the dialogue journals of a preservice teacher and her supervising teacher, Fishman & Raver (1989) note that dialogue journals provide a means of (a) discovering and reinforcing knowledge, (b) initiating students into the profession, and (c) allowing both supervising teacher and student teacher to assess the effect of their experience.

The autobiographical method is another powerful mode of research and development of self-awareness which has been explored by a number of scholars including Grumet (1988), Gusdorf (1990), Olney (1978), and Pinar and Grumet (1976). Grumet (1988) reports on a "woman's experience of teaching" through four autobiographical essays. For Grumet, autobiography is "a method of engaging students in critical readings of their own autobiographical accounts of educational experience."

Calderhead (1989) examines the origins and nature of reflective teaching as espoused in teachers' professional education. He considers the implications of reflective teaching for teacher education practices, and highlights areas in

need of research to clarify what reflection in learning to teach entails. A different approach was used in Knowles & Hoefler's study (1989). They examined an unsuccessful student teaching experience which became a successful learning experience through a reflection and debriefing process. They relate this experience to the stages of a conceptual model of experiential education and they emphasize the need for structured debriefing in preservice teacher education.

Freiberg (1987) recommends audiotaping, LISAM or Low Inference Self-Assessment Instrument ("low inference" refers to the ability of several persons to listen to the same tape and reach common agreement on the six categories in the instrument). LISAM has been used at both elementary and secondary levels. Its six categories are: (a) questioning skills, (b) teacher talk/student talk, (c) identification of motivating set and closure, (d) wait time, (e) identification of number of positive statements made by teacher, (f) identification of number of times teacher uses student ideas. Hoover & Carroll (1987) also found that use of audiotapes and self-evaluation helped teachers improve their instruction. Student teachers' attitudes to such types of assessment were shown to be very positive.

Analyses of Teachers' Perspectives

Most analyses of teachers' perspectives are developed along a bipolar unidimension such as informal/formal, direct/indirect, dominative/integrative, humanistic/custodial, etc. Hammersley (1977a) deems this kind of analyses an

oversimplification of the complex diversity of teaching. Bipolar dimensions are rejected by other researchers such as Barr & Duffy (1978), Bussis, Chittendon, & Amarel, (1976), Carew & Lightfoot (1979), and Metz (1978), who find them too narrow and reductionistic, and whose approach to analysis is more sophisticated and subtle.

Taking for example the characteristics progressive and traditional, Berlak & Berlak (1981), and Bussis, Chittendon, & Amarel (1976) consider the range of differences within each one of these categories as they apply to teachers. In addition, they identify traits which these teachers have in common, whether they are classified as progressive or traditional. Metz (1978) also claims that within a category, there are differences which can place teachers into a number of subcategories. Berlak & Berlak (1981) write about the range of perspectives within a teaching style:

> Despite their ambiguities, the labels formal/informal as commonly used in the schools we visited, do in some general way distinguish two sets of teachers. . . . However, it is only in dealing with the extremes that this division does not present insurmountable problems. . . . There is clearly a wide [author's emphasis] range of patterns that teachers and kids commonly associated with informal, and a range they associated with formal. (Berlak & Berlak, 1981, p. 199)

Another difficulty inherent to bipolar unidimensional analyses, is that they omit to take into consideration the complexity and diversity of conceptions which are part of the make up of any social group, and which are reflected in the contradictions and inconsistencies found within the perspectives of any individual. A number of researchers, including Hammersley (1977a) and Berlak

& Berlak (1981), have explored the "contradictory patterns of belief and action among teachers" (Zeichner, 1984, p. 5-6).

Furthermore, bipolar unidimensional analyses, generally "derived theoretically and a priori" (Tabachnick, Zeichner, Densmore, Adler, Egan, 1982, p. 6) cannot cope with direct observation and its often intricate patterns. For the main part, according to Tabachnick et al. (1982), except for Hammersley's study, these investigations focus on teachers' opinions and actions, not on the various dimensions of teachers' perspectives. They affirm that teachers' actions are not influenced solely by the institutional constraints of the school, but also by what the teachers think. In that respect, they concur with Bennett (1976) who writes that

> aims and opinions are strongly held and they are related closely to actual classroom practice. They do, however, seem to be mediated to some extent by external factors such as the characteristics of the children taught and [of the] school. (Bennett, 1976)

Tabachnick, Zeichner, Densmore, Adler, & Egan (1982) report at least one study which does not concur with those findings. Schwille, Porter, & Gant (1979) conclude that "the most notable aspect of [teachers'] responses to the vignettes was a willingness to change content, whatever the pressure for change." Tabachnick, Zeichner, Densmore, Adler, & Egan (1982) interpret those results to mean that "teacher perspectives are of little account" (Tabachnick, Zeichner, Densmore, Adler, & Egan, 1982, p. 6) since they conform so readily. However, those "vignettes" were made up by the

researchers, and the teachers observed were not functioning under normal classroom conditions. Which is why Shavelson & Stern (1981) comment that

> before reaching the conclusion that teachers are responsive to many external pressures, [we must] note that this was a laboratory study in which teachers did not have to face the consequences of their decisions. The generalizablity of this finding to practice still needs to be examined. (Shavelson & Stern, 1981)

Shavelson & Stern's (1981) position concurs with the following studies: (a) Gracey (1972) who reports production and craftsman teachers within the same school, even though craftsman teachers had to eventually compromise under the pressure of school and community; (b) Sharp & Greene (1976), and Carew & Lightfoot (1979), who reveal a variety of teachers' perspectives within the same school; and (c) Metz (1978), mentioned above, who found a diversity of perspectives in every school she observed. These findings seem to support Berlak & Berlak (1981) who state: "Persons' activities may not be understood apart from their biographies and the histories of the groups with whom they identify and which live on in consciousness or apart from the time and place in which they act" (Berlak & Berlak, 1981, p. 111).

The apparent contradictions in these studies leave open the question of the impact of student teaching on teachers' perspectives. Should not any excessive pressure from the practicum experience minimize dissimilarities between preservice teachers' perspectives? Conversely, if teachers' perspectives are a significant factor in a teacher's professional development,

should there not be evidence of alternative strategies to integrate teachers' perspectives and institutional demands?

Development of Teachers' Perspectives

One of the most notable longitudinal studies in this domain is Tabachnick & Zeichner (1985) who have expanded on previous research to conduct a longitudinal study of teacher socialization, spanning over a one and one half year period, following the students from the beginning of their student teaching experience through their first year of teaching. They took into consideration the contexts of university and schools to conduct research on the "range and diversity of perspectives," focusing their inquiry on a limited "group of students within a given program," as opposed to looking at one dominant perspective only. They have also investigated the "degree to which both individual and institutional factors contribute to the development of perspectives during student teaching" (Tabachnick & Zeichner, 1985, p. 7-8).

Tabachnick & Zeichner's (1985) "Final Report" does not support earlier studies such as Hoy & Rees's (1977) who hold that the student teaching experience has a significant and "homogenizing" effect on teachers' perspectives, but it concurs with the findings of researchers such as Lortie (1975), in as much as it reveals that the impact of preservice field experience is minimal on teachers' perspectives. However, Tabachnick & Zeichner's (1985) results challenge Lortie's (1975) conclusions in terms of the interactivity and negotiability of the socialization of teachers. In this study, Tabachnick &

Zeichner also insist that such inquiries are specific to the context in which they take place, a point already made by Gaskill (1975) who maintained that different teacher education programs carry different constraints and encouragements. They stress the need for further investigations which would explore the impact of student teaching in "different contexts and for different students."

Some literature addresses more directly the relationships between student teacher, supervising teacher and college coordinator. Hoover & Carroll (1987) review the elements of traditional student teaching internship programs which undermine the student's development of teaching skills. They stress that communication among supervising teacher, college coordinator, and student teacher must be effective, and offer suggestions to establish a successful relationship. Richardson (1988) focused the study of fourteen teaching triads on the problems inherent to preservice programs. He investigated the supervising teachers' attitudes about learning to teach, the classroom structures within which the student teachers taught, and how these affected the role of the college coordinators. In a study geared to examine the influence of supervising teachers' educational philosophy on student teachers' attitudes toward teaching, Bunting (1988) reports on the changes in students' beliefs as surveyed before and after their field experience. Through the study of interviews with, and journals of, six supervising teachers, and the journals of their twenty student teachers, Rust (1988) considers how supervising teachers think about their

teaching and about how they communicate their knowledge to their student teachers.

Some studies aim more specifically at attempting to resolve conflicts, or at promoting more cooperation, between university and schools, supervising teachers and college coordinators, university courses and classroom practices, and theory and practice. Rowlands (1988) reports on a teacher education field experience which emphasized a collaborative partnership among college coordinators, supervising teachers, student teachers and pupils. Student teachers' perceptions of the course's effectiveness are discussed as well as course activities and links between the university and the schools. A study by Cleary (1988) investigated the thinking styles of supervising teachers and college coordinators to identify differences. The results suggested that supervising teachers exhibit significantly more conventional thinking than college coordinators. He concluded that college coordinators should make clear to supervising teachers that student teachers must be encouraged to be innovative. An analysis of the form and substance of supervisory discourse between college coordinators and student teachers in two teacher education programs with similar organizational structures but different ideological orientations was carried out by Zeichner (1989). It pointed to a need for changes in the organizational context of student teaching if innovations in the curriculum are to be realized.

Kinzer (1989) compared belief systems of preservice and inservice teachers, focusing on the extent to which the two groups make instructional choices based on their theoretical orientations, whereas Kremer-Hayon (1989) compared teachers' professional knowledge as perceived by preservice teachers and their supervisors. She interviewed twenty preservice teachers and four of their supervisors. She concluded that: (a) professional knowledge covered both cognitive and affective areas, (b) the two groups shared many common perceptions, and (c) findings agreed with those in the literature.

On another level, MacKinnon (1989) explored the experience of four student teachers during an eight week practicum. He suggests that the conformity of the student teachers to the practices of their supervising teachers was not passive acceptance of the status quo, but rather a response to their interpretations of the constraints of being a student teacher.

A study by Weinstein (1989) repeated previous investigations (1982, 1988) of preservice elementary teachers' expectations about teaching which involved one hundred and thirteen students in sophomore-level introductory education courses, and one hundred and thirty one supervising teachers. Responses to a questionnaire and open-ended questions were coded to rate teacher education students' preconceptions of teaching. The results had shown that students' expectations were characterized by "unrealistic optimism." The 1989 study expanded on that earlier work in an attempt to identify possible sources of unrealistic optimism. The results showed that students stress

"interpersonal/ affective variables" to describe what "a really good teacher is" while putting less emphasis on the academic aspect of teaching. A comparison with inservice teachers' results showed that they, too, stress interpersonal/ affective components.

Case studies by Crow (1987) show that students enter teacher education programs with a "teacher-role identification" developed on the basis of childhood and memories of teachers, and former teaching experiences, somewhat iike Lacey's (1977). Those "functioned as filters" to new input from the teacher education programs, which was then either accepted or rejected, and accounted for their feeling of confidence in their ability to teach. These findings concur with Book, Byers & Freeman's (1983) research with students entering a teacher education program. They also showed that students put a stronger emphasis on deveioping pupils' self-esteem than on their academic achievement. Bontempo & Digman (1985), Brousseau & Freeman (1984), and Calderhead (1987), also report greater interest in pupils' personal/psychological/social growth on the part of students entering teacher education programs.

Brousseau, Book and Byers (1988) more recentiy completed a large scale study with three hundred and thirty two students in the final two courses of the teacher education program at Michigan State University, three hundred and eighty two full-time teachers in Michigan, and ninety graduates from Michigan State University teacher education program since 1950 then scattered

throughout the United States. They developed three survey questionnaires on five point Likert scales. Each included a section on "Educational Beliefs Inventory", with a "representative sample" addressing each one of Schwab's (1958) four "common places" of schooling: students, curriculum, social milieu, and teachers. They added a fifth category to include beliefs about teaching strategies and pedagogy. The results suggested that the only variable which "showed a significant effect on the vast majority of beliefs measured was years of experience."

Using a totally different methodological approach, Livingston & Borko (1989), studied expert-novice teachers differences. They developed their study from the perspective of teaching as a complex cognitive skill, using the concepts of schema (Anderson, 1984), and pedagogical reasoning and context knowledge (Shulman, 1987). The research was carried out with three student teachers and their three supervising teachers, collecting data through observations and interviews, accumulating field notes, transcripts, and photocopies of planning documents. The analysis followed an ethnographic procedure based on Spradley (1980). Their findings confirmed previous studies and showed "important differences" (Livingston & Borko, 1989, p. 39) in cognitive schemata and pedagogical reasoning skills.

Integration of Theory and Classroom Practice

The necessity of a closer connection between theory and practice is called for by Cherland (1989) in an article which examines the conflict between

teacher educators' theories and supervising teachers' classroom practices. She notes that student teachers study theory without application, and that traditional instructional practices are perpetuated without thinking. Adler (1982 & 1984) asserts that there may be quite a gap between the beliefs and conceptions expressed by teachers, and their everyday classroom practices. The former is influenced by their university scholarly training and the professional literature of which they may keep informed, without necessarily incorporating either into their classrooms. Adler's studies reveal that if the gap between conceptions held by student teachers and those presented in the professional literature remains minimal, it is not so between student teachers' classroom practices and theories. She maintains that during the student teaching experience, due to a variety of factors such as biographical background and type of school or university instruction, perspectives which then emerge do not necessarily become incorporated into the daily classroom practices. Other researchers such as Feiman-Nemser (1983) and Zeichner & Tabachnick (1985) found out that while future teachers are students in an education program they are generally not given opportunities for theory-building and conceptualization about the changes they experience as they are learning to teach.

However, the relationship between student teaching and the development of teachers' perspectives during the course of the teacher education program is not the only concern of researchers, according to Ross (1987). The role of the individual in the development of teacher perspectives

has also been investigated. Studies reveal that they are the result of three interactive factors: (a) social structural variables, (b) individual personal biographies, (c) interactional processes such as self-legitimation, selective role-modeling, role-playing, and impression management. This led Ross (1987) to conclude that the influence of teacher education on teachers' perspectives is negligible. He also determined that while teachers attempt to negotiate the perspectives developed during the academic teacher education program with the perspectives held by the supervising teacher, they still perceive themselves as resistant to the supervising teacher's perspectives.

Significance of the study

Much progress has been made in teacher education in the past twenty five years. The Handbook of Research on Teacher Education (Houston, Haberman, & Sikula, 1990) comprises forty eight chapters. It examines and reflects upon the research and conceptual bases of teacher education and staff development. The number of studies related to teacher education has increased and so has their quality. The long term benefits of that research are an increasingly more solid basis for future study, and improvement of practice. Several factors are instrumental in encouraging research in education and in rendering it more meaningful. The increased interest in teacher education due to national commissions reports such as those from the Holmes Group or the Carnegie Forum, the greater expectations placed on teacher education faculties to conduct more and better research, and the apparent willingness of the

Federal government to invest resources in educational research, are but a few of those factors. A number of gaps remain in the research base supporting teacher education as a field of scholarly inquiry. One of them is the increased evidence that other disciplines from which hypotheses might be drawn--not just psychology, but also sociology, anthropology, linguistics, philosophy, history, organizational science, and future studies--are a resource which has just begun to be tapped.

The field of foreign language teacher education is in especially dire need of research, if we consider Bernhardt & Hammadou's (1987) survey, and the 1990 American Council on the Teaching of Foreign Languages Research Priorities report. Since then, not enough has been added to the list of foreign language teacher education research, and in the field of foreign language education, not enough attention has been paid to other areas of educational research.

The preceding literature review points to several areas of need. A number of reports and articles call for further research which would explore the impact of the preservice field experience in different contexts and for different students. They indicate a need for more specificity in terms of: (a) the field in which the practicum takes place, (b) the factors in the context of this practicum, (c) the participants in the practicum, (d) the domain of teacher thought processes and perspectives, and (e) a knowledge of educational research at large. They recommend that research be more focused on the

process of learning how to teach than on the product shown in pre/post studies, and that it go beyond both idealogies and utilitarian perspectives.

In the context of the literature surveyed, and taking into account the recommendations noted above, this study proposes to expand upon previous research and investigate the development of student teachers' perspectives in foreign language education throughout the preservice field experience. The following questions will guide this exploration:

1. What perspectives of foreign language teaching do student teachers hold upon completion of their program of university courses?

2. Is there an alteration of student teachers' perspectives of foreign language teaching during their student teaching semester?

3. What factors appear to influence student teachers' perspectives of foreign language teaching during their student teaching semester?

CHAPTER 3

METHOD

Two of the major conclusions reached by the Research Committee of the 1989 American Council on the Teaching of Foreign Languages were "the importance of designing research studies that will contribute to the theory-building process," and "the need to broaden the scope of second language research efforts to embrace various types of research paradigms and procedures," including naturalistic (Bailey, Omaggio Hadley, Magnan, Swaffar, 1991).

Chapter 3 describes the methodology used to conduct this inquiry. It opens with a presentation of the theoretical framework, followed by a discussion of the methodological framework, its fit to this research, and its trustworthiness. It continues with a description of the research design and procedures, including participants, program, setting, data collection, and measures employed.

Theoretical Framework

Berlak & Berlak's (1981) concept of "dilemmas" underlies the formulation of the objectives of this study, the choice of the method of inquiry, the choice of instruments, the procedures for collecting data and for their analysis, and the reporting of the findings. In their search for a means to account for social complexity, Berlak and Berlak (1981) developed the concept of dilemmas and its ianguage. They based this work on the writings of George Herbert Mead

and on Marxist thought as interpreted by authors such as Lukacs, and Williams (Berlak & Berlak, 1981, p. 111).

Mead's Construct of "The Act"

In an attempt to resolve the problem of human relationship to society and the physical world, Mead rejects the traditional Western metaphysical dualism based on the fundamental opposition inside/outside. This fundamental opposition refers to the metaphysics of presence which is replete with hierarchical oppositions: thought/action, nature/culture, content/form, mind/body, thought/language, meaning/expression, theory/practice, etc., where the first term is traditionally privileged over the second and mind and thought are associated with originary presence and therefore privileged, while body and action remain outsiders, shells which contain them and "serve the purposes of the former" (Campbell, 1776, p. 32). It intersects with the deconstruction theory and its problematisation of traditional dualistic doctrines, the purport of which being to erase the doctrine of presence in Western metaphysics. In addition, Mead explicitly rejects the notion of man as object or man as machine advocated by the then recent developments in psychological science, behaviorism and social Darwinism.

Mead's endeavor was to develop a science of society which would account for human behavior as relating to both continuity and changes in society. The reconstruction of the lectures Mead gave, as well as his few publications, point to "a remarkably consistent emerging theory, which includes

a naturalistic account of morals, aesthetics, philosophy of history and knowledge" (Berlak & Berlak, 1981, p. 112).

Mead concedes that humans may respond to problems and conflicts with "habituated behavior" patterns, what Schutz (1964) calls "recipe knowledge." However, Mead believes that humans can develop a reflective stance, that is, critically analyze their recipe knowledge to become self-conscious. For Mead, self-consciousness means "awareness of one's own and other's perspectives on our inclinations and actions" (cited in Berlak & Berlak, 1981, p. 114), and a reflective stance allows humans to adapt and adjust as well as to alter social and physical environments. Thus Mead extends the Darwinian concept of adaptation to the human mind, whereby humans may devise new responses and bring about new solutions to a problem or conflict. A metaphor sheds some light on Mead's construct. It includes the I who is the biological subject; the me, the other, who observes the I who thus becomes the object of observation; and the generalized other who looks at one's own and others' behavior from the imposed and restrictive standpoint of the generalized or abstracted set of values, beliefs and/or conceptions of any group of others. It is the generalized other who ensures social continuity:

> It is in the form of the generalized other that the social process influences the behavior of the individuals involved in it and carrying it on, i.e., that the community exercises control over the conduct of its individual members; for it is in this form that the social process or community enters as a determining factor in the individual's thinking. (Mead, 1934, p.155)

At the center of Mead's social Darwinism, we find the epistemological concept of "the act." It is through this construct that Mead attempts to resolve the traditional metaphysical duality of the world. For him,

> The unit of existence is the act, not the moment, the organism adapting and interacting in the environment. Within the act there is nothing but successive phases. There are no static elements. There are things that do not change although they pass. These are but two sides of the same situation, at least in the world that is there. There is no thing that does not change except in so far as it passes, and there is no passage, except over against that which does not change. (Mead, 1938, p. 65-66)

For Mead, the act is not a finite moment in a linear conception of history, with a beginning, a development and its consequences. It is a continuous process which contains the above, and whose concept relies on the interaction of the I, the me and the generalized other. Esland (1971) gives this interpretation of Mead's act: "Not only does this represent the dialectic between self and others, but, also, the inner dialectic which occurs when the individual reflects on his actions" (Esland, 1971, p. 79-80).

A "Dialectical Account of Teacher Action"

This section is based on Berlak & Berlak's (1981) interpretation of "Marxist and Meadian dialectics" used to lay the foundation for the development of their concept of "dilemmas" (Berlak & Berlak, 1981, p. 120-125). According to Berlak & Berlak (1981), "scholars within the Critical Marxist tradition" interpreted Mead's concept of social behaviorism and extended it, thus providing "the connections between historical forces, social and cultural structures and forms, and the alternatives persons perceive, act upon (or might

create) in given situations" (Berlak & Berlak, 1981, p. 120). For both Marx and Mead, humans are subjects capable of controlling, to a certain extent, the society in which they live. They also are objects, subjected to "forces they are often unable to control or even understand" (Berlak & Berlak, 1981, p.121). Thus, although they can play an active and conscious part in the making of their history and that of the society of which they are a member, they are simultaneously limited by the same. It is this process of society undergoing changes which is conceived as a dialectic, in which each individual member, although under constraints, has the ability through thought and action to play an active part in that process. Here dialectic is a social, economic, or other change, believed to result from the resolution of contradictory opposites. In Marx's words: "Men make their own history, but they do not make it just as they please; they [do so] . . . under circumstances directly found, given and transmitted from the past" (cited in Tucker, 1978, p. 595).

According to Lukacs, in the Marxist notion of dialectic, "the most essential interaction [is] the dialectical relation of subject and object in the process of history. . . . Fatalism [determinism] and volunteerism [free will] are only contradictory in a non dialectic, non historic perspective" (brackets in text, Lukacs, 1973, p. 23-24). The influence exerted by a society on its members has an impact on their beliefs, conceptions and values on two levels. For Marxists, the term ideology refers to the "relatively formal and articulate system of meanings, values and beliefs" (Williams, 1977, p. 109) which prevail, and

which justify and legitimate that particular society as it exists; that is which justify and legitimate the privileges of those who are in control of the means of production and who, as it were, define the criteria of that society in terms of what is most beneficial to themselves. By the same token, ideologies make that social order appear as given, and soon, as inevitable. On the level of the lived experience of those social ideologies, a lived experience which contributes to maintaining them, it is referred to as hegemony. It is the

> whole body of practices and expectations . . . a lived system of meanings and values . . . which has also to be seen as the lived dominance and subordination of particular classes. (Williams, 1977, p. 110)
> It is lived to such a depth . . . saturates the society to such an extent . . . [that it] even constitutes the limit of common sense for most people under its sway. (Williams, 1973, p. 204)

The concepts of ideology and hegemony thus understood underscore the problem of social change. Marxist critical social theorists such as Lukacs and Williams have analyzed the problem of intentional social transformation. The questioning of the social order, of its inevitability, its legitimacy, and goodness, is rendered possible by the enduring contradictions and incompatibilities between, and within, ideology and reality, and the various institutions. Becoming aware, gaining consciousness, of those contradictions and incompatibilities, is a sine qua non condition to activate minded action and intentional change. The part played by intellectuals, including teachers, in that process of social change remains unresolved in Marxist writings (Boggs, 1979-1980, p. 7). For Williams (1977), hegemony is "continually resisted, limited,

altered. . . . It is never either total or exclusive, [and] counter-hegemony and alternative hegemony . . . are real and persistent" (Williams, 1977, p. 112-113).

The Language of Dilemmas

With their concept of dilemmas, Berlak & Berlak (1981) look for "a way to represent the generalized order, or dominant, alternative and counter-hegemonies that are in the lived situation of teachers as they school children" (Berlak & Berlak, 1981, p. 124). Within Mead's social psychological approach, Berlak & Berlak (1981) focus on the concept of the act and place it at the center of their development of a language of dilemmas (Berlak & Berlak, 1981, p. 111-134). Berlak & Berlak (1981) use the concept of dilemmas to account for the contradictions, conflicts and apparent incompatibilities which exist simultaneously both in the social context and in the consciousness of the individual. They feel that the dilemmas as they conceive them enables them to "capture not only the dialectic between alternative views, values, beliefs in persons and in society (the acting true 'I'), but also the dialectic of subject and object (the society and culture that are in us and upon us)" (p. 124).

In each act, Berlak & Berlak (1981) identify the forces imposing competing demands which compel the teacher to select a course of action or to create an alternative. In keeping with Mead and Marx as interpreted by authors such as Lukacs and Williams, and the interaction between internal and external, Berlak & Berlak's dilemmas represent a dialectic within teachers as they are "pawns and originators of action" (Berlak & Berlak, 1981, p. 131), and between

teachers and the social context which is at all times reacting both in them and on them. These dilemmas are a "language of acts" (Berlak & Berlak, 1981, p. 133), which enables the representation of teachers' thoughts and actions while they are in a process of negotiation with themselves and with their milieu. "They are linguistic constructions that, like lenses, may be used to focus upon the continuous process of persons acting in the social world" (Berlak & Berlak, 1981, p. 111).

Berlak & Berlak (1981) stress that dilemmas are not unidimensional bipolar representations of opposites. They are an ongoing dialectical process whose resolution is not necessariiy represented by one pole or another, but which may be "transformational," when "the pulls of both poles are joined" and the conflict is resolved in a synthesization rather than a choice (Berlak & Berlak, 1981, p. 133). Berlak & Berlak (1981) define sixteen dilemmas "intended to serve as a ianguage" to engage in critical inquiries (Appendix A).

Teachers' Perspectives

Teachers' perspectives can be viewed as a "pattern of resolutions" (Berlak & Berlak, 1981, p. 132) combining a "dominant" (more frequent) mode of thought and action with "exceptionai" (less frequent) modes of resolution (Berlak & Berlak, 1981, p. 133). The concept is based on the interactionist construct of perspectives used to understand the process of learning to teach, and this construct has its theoretical roots in Mead's construct of the act (Mead, 1938). It refers to:

> A coordinated set of ideas and actions a person uses in dealing with some problematic situation; a person's ordinary way of thinking and feeling about and acting in such a situation. These thoughts and actions are coordinated in the sense that the actions flow reasonably, from the actor's point of view, from the ideas contained in the perspective . . . and are seen by the actor as providing justification for acting as he does. (Becker, Geer, Hughes, & Strauss, 1961, p.34)

Becker, Geer, Hughes & Strauss (1961) developed the concept of perspectives while working with medical students, and believed that they differ from attitudes since they include actions and not merely "dispositions to act." Unlike values, perspectives are defined in relation to specific problematic situations and do not necessarily represent generalized beliefs or ideologies. Finally, the construct of perspectives focuses attention on the interrelationships between social context (e.g., external resources, institutional constraints) and individual abilities and dispositions (e.g., teacher's implicit theories, intentions, personal biographies) in the process of learning to teach. Tabachnick & Zeichner (1982), applied this concept to teaching, commenting that "teacher perspectives or perspectives toward teaching [authors' emphasis] refer to the ways in which they give meaning to these beliefs by their actions in the classroom" (Tabachnick & Zeichner, 1982, p. 2). This interpretation of teachers' perspectives as including both actions and ideas is also consistent with the studies of Sharp & Green (1975), Gibson (1976), and Janesick (1978).

Unlike many functionalist approaches to the study of teacher socialization which focus exclusively on the influence of social context, or many psychological approaches which focus exclusively on individuals' beliefs,

knowledge and dispositions (see Chapter 2), this essentially social psychological approach to the problem allows the assessment of the influence and interaction of both individual and contextual factors on the development of teachers. Tabachnick & Zeichner (1982-1985) define teacher perspectives as "the ways in which teachers thought about their work (e.g., purposes, goals, conceptions of children, curriculum) and the ways in which they gave meaning to these beliefs by their behavior in classrooms" (Tabachnick & Zeichner, 1985, p. 2).

After presenting the theoretical framework on which this research is based, a discussion of the methodological framework will emphasize the coherence and cohesion between theory and methodology underlying this study.

Methodological Framework

A fieldwork methodology was used allowing for the incorporation and integration of the ideas, actions and thoughts of the participants. The naturalistic paradigm, also designated as "qualitative research, case study research, field research, anthropological research, or ethnography" (Smith, 1979, cited in LeCompte & Goetz, 1982, p.31) is the most appropriate framework for this study. Lincoln & Guba (1985) assert that "the naturalistic paradigm provides a better degree of fit with substantive paradigms in the areas of social/behavioral research" (Lincoln & Guba, 1982, p. 66). The main references for this research design, data collection, and data analysis are Borg

& Gall (1989), Glaser & Strauss (1967), Hammersley & Atkinson (1983), LeComte & Goetz (1982), Lincoln and Guba (1985), and Smith & Glass (1987).

Although Lincoln & Guba (1985) "recognize that objectivity in its pure form is an unattainable state . . . attainable only if there were a single, tangible, reality 'out there'," they maintain that "balance and fairness are . . . worth striving for, even though one may fall short of their full attainment" (Lincoln & Guba, 1985, p. 108). Addressing the issue of "trustworthiness" and problems of reliability and validity in naturalistic inquiry, LeComte & Goetz (1982) and Lincoln & Guba (1985) suggest a number of techniques which, although they cannot guarantee "balance and fairness," can increase dependability, transferability and confirmability, while safeguarding against loss of credibility. These authors provide a framework for addressing the reliability and validity in a research using the naturalistic paradigm. In this study, the research design and procedures will strive to adhere to their guidelines described below.

Reliability

Reliability "is concerned with the replicability of scientific findings" (LeComte & Goetz, 1982, p. 32). It insures that each replication of the study, with the same or equivalent instruments applied to the same or equivalent subjects, will result in similar outcomes. It is not only an important factor in itself, but it is a precondition for validity, since it is impossible for an unreliable measure to be valid. It has been argued (Magoon, 1977; Reichardt & Cook, 1979) that replicability of naturalistic research is problematic because of the

uniqueness of its very characteristics. A clear, precise description should enable other researchers to achieve as close a replication as possible of the study. As for similar research "conducted from alternative role positions, [they] must be regarded as supplemental studies rather than replicative studies" (LeComte & Goetz, 1982, p. 37).

External Reliability

The external reliability of qualitative research may be increased by "recognizing and handling five major problems" (LeComte & Goetz, 1982, p. 37), and by insuring a precise description of the following:

Researcher status.

When the researcher becomes part of the field researched, it is of paramount importance to describe her/his position and role very precisely. The mere presence of the researcher within the setting introduces distortions due to her/his own personal perceptions, and to the reactions of the participants to her/his presence. No technique will neutralize this kind of effect, be it conscious or unconscious. However, awareness of the problems will help minimize if not prevent them, and it does not mean that the data are invalid. Details on the status and role of this researcher are included in the description of the procedures.

Respondents.

For the same reasons, and because "knowledge gathered is a function of who gives it . . . a careful description of those who provided data" (LeComte

& Goetz, 1982, p. 38) is necessary. Detailed descriptions of the five participants in this study and of their supervising teachers are included in this report (Chapter 4).

Situations and settings.

Data and their collection are influenced by the settings and situations in which the study takes place. A description should be included in the report, precise enough to allow replication or supplementation (LeCompte & Goetz, 1982, p.38). The settings and situations of the schools involved in this research are described, along with the university program in which these student teachers were enrolled.

Assumptions and theories.

The assumptions, constructs and theories underlying the choices made at any stage and for any step of the research in terms of participants, settings, instruments, procedures of data collection, analysis, and reporting results, should be made very explicit. In this research, key terms are defined, theoretical and methodological frameworks are described, and sources are given (Chapters 1 and 2).

Data collection and analysis.

Procedures and methods as well as instruments need to be precisely described to enable other researchers to replicate a study. This report describes the methods and strategies, and the instruments and procedures used to collect and analyze the data.

Internal Reliability

Internal reliability presents its own set of problems. It questions the possibility of several researchers concurring on both the observation and their interpretation in the same study. This investigation was limited to one researcher only. However, several measures could be taken to enhance internal reliability.

Prolonged engagement and persistent observation.

Investing over a length of time sufficient to accomplish a number of goals such as becoming aware of distortions or biases, collecting more data, and reflecting on and analyzing the data as it is being collected allows for constant comparative analysis and for a possible identification of dominant themes, meaningful patterns, and trends (Lincoln & Guba, 1985, p. 301-305). The data collection phase of this inquiry lasted from August 1990 through April 1991, including prolonged and multiple observations and interviews.

Electronically recorded data.

Various devices are available to record and preserve data, so that "the veracity of conclusions may be confirmed by other researchers" (LeComte & Goetz, 1982, p. 43). However, these devices do have limitations in that only data chosen by the researcher are recorded to be preserved. Also, "they are an abstraction and yet they may preserve too much data. Thus coding and analysis are imperative to render them usabie" (LeComte & Goetz, 1982, p. 43). Classroom observations were videotaped and interviews and meetings

were audiotaped throughout this study. In addition, participants were free to videotape any lesson they taught if they wished to. They were transcribed in their entirety and extensive quotations were included, especially in the participants' profiles (Chapter 4).

Peer debriefing.

It allows uninvolved peers to review data analysis throughout the study. It is done by systematically talking through research experiences, findings and decisions. The aims are diverse: catharsis, challenge, design of subsequent steps, legitimation, etc. In this research, peer debriefers needed to be knowledgeable in foreign language teaching, high school and middle school teaching, naturalistic inquiry, and the reflective approach. Six peers participated in the review: four of them were specialists in Foreign Language Teaching, one was a specialist in Social Studies, one in English. All six were knowledgeable in high school and middle school teaching, naturalistic inquiry, and the reflective approach.

Member check.

Data, analytic categories, interpretations and conclusions should be submitted to participants for feedback. Lincoln & Guba (1985) assert that it "is the most crucial technique for establishing credibility" (p. 314). For this inquiry, comments, input and feedback from the participants were continuously sought and encouraged. Participants' profiles were thoroughly reviewed by the

respective student teachers and their supervising teachers. Their comments appear in this report at the end of Chapter 4.

Triangulation.

Denzin (1978) recommends four different modes of triangulation: sources, methods, investigators and theories. In this study, data were collected from four different sources: student teachers, supervising teachers, university, and participating schools, via multiple methods (interviews, observations, questionnaires, essays, etc.). While there was one investigator only in this research, member check and peer review allowed for multiple viewpoints. As for "multiple theories for the sake of triangulation, [it] is a formulation that the naturalist cannot accept" for "it seems . . . to be both epistemologically unsound and empirically empty" (Lincoln & Guba, 1985, p. 307).

Low inference descriptors.

They are distinguished from interpretative comments. They include "verbatim accounts of what people say as well as narratives of behavior and activity . . . Those ethnographies rich in primary data, which provide the reader with multiple examples from the field notes, generally are considered to be most credible" (LeComte and Goetz, 1982, p. 41). Participants' profiles are rich in quotations and their voices are essentially those of the student teachers and of their supervising teachers who shared the day to day development and interactions of the ongoing student teaching experience. Both low inference descriptors and interpretative comments should be used in recording events

and observations. Throughout this research, field notes and class observation notes were written in terms as concrete and precise as possible, and as objective as possible, while marginal notes included interpretative comments.

Validity

In LeComte & Goetz's (1982) terms, validity addresses two questions: (a) whether "scientific researchers actually observe or measure what they think they are observing or measuring" (internal validity) and (b) "to what extent . . . the abstract constructs and postulates generated, refined, or tested by scientific researchers [are] applicable across groups" (external validity) (p. 43). They point out that validity is recognized as a major strength of naturalistic inquiry for several reasons: (a) Since data is collected over time, the researcher has ample opportunity for constant comparative analysis to refine hypotheses and seek the best fit between the research categories and the actual events; (b) the format of the interviews, unstructured or semi-structured, are conducive to a closer understanding of the participants' perceptions; (c) it was revealed (Clements, 1981) that the natural setting is the most valid context for research about social institutions. According to LeComte & Goetz (1982) the standard criteria described by Campbell & Stanley (1963) for validity can be extended to naturalistic inquiries. LeComte & Goetz (1982) identified eight types of extraneous variables which refer to aspects of the situation which are irrelevant to the research, but because they occur concomitantly, they can become confounded with it. The following are relevant to this research:

Internal Validity

History and maturation.

Since the research extends over a period of time, there is plenty of opportunity for other events to occur besides the object of the study. However, since changes and growth are assumed to be part of the naturalistic paradigm itself, it is generally not as serious a problem as in a quantitative experimental design. In a field study, the researcher collects data at various intervals, and is supposed to note changes and identify intervening factors. In this research, besides the data collected at the beginning and at the end of the semester, observations and interviews were designed to record any possible indicators of the process of changes and growth throughout the semester.

Instrumentation/observer effects.

In an experimental design, the subjects may interact with the instrument, such as becoming "test-wise." In the case of a naturalistic inquiry, the participants interact with the researcher, whose presence and personality may affect the outcome of the inquiry. Therefore, reactivity must be assessed, and the "possible and probable effects of the observer's presence on the nature of the data gathered must be considered" (LeComte & Goetz, 1982, p. 46). This threat to validity is addressed in the report of findings.

Selection.

The type of participants selected affects the study. In this case, the Fall 1990 semester was the element of choice in this study, not the participants.

They were not identified prior to this selection, and all five student teachers enrolled in the program of foreign language teacher education field experience that semester participated in the research.

Mortality.

Similar to growth and change, attrition is an intrinsic part of naturalistic research in social settings. But although there was a potential for attrition in this research, it did not occur.

Spurious conclusions.

While the precise causes of any observed phenomena or recorded data cannot be identified, "ethnographic data may be quite effective in delineating the most probable causes and in specifying an array of those most plausible" (LeComte & Goetz, 1982, p. 50). In this study, prolonged engagement and persistent observation, control of internal validity threats, and triangulation, facilitated the identification of erroneous causes and consequences as the study progressed.

External Validity

"The naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility" (Lincoln & Guba, 1985, p. 316). LeComte & Goetz (1982) identify four threats to external validity:

Selection effect.

The conclusions reached through the study of one specific group, in a specific setting, at a specific time, may not be applicable to any other situation. When this is the case, reanalyzing data for contrast rather than similarity may yield valuable information. In any case, results should not be generalized beyond populations comparable to the group investigated. This limitation is addressed in the concluding chapter (Chapter 6).

Setting effects.

Constructs generated by any study, are "a function of context-under-investigation rather than of context only" (LeComte & Goetz, 1982, p. 52). Such effects should be identified clearly whenever possible, and limitations stemming from them should be stated. In this research, interactive dynamics are part of the participants profiles and of the analysis.

History effects.

Time frames and constraints may vary, and such differences should be considered for cross-group comparison of constructs. Limitations should be clearly expressed. Studstill (1979) points out that the opposite assumption that all group phenomena are unique, is also to be avoided. A clear identification of common and contrastive features of schools and participants should minimize the threat of history effects.

Construct effects.

Defined by Cook & Campbell (1979) as "the extent to which abstract terms, generalizations, or meanings are shared across times, settings, and populations" (cited in LeComte & Goetz, 1982, p. 53), they may refer to differences in definition of terms and constructs. Therefore it is necessary to give clear definitions of key terms and constructs. They are provided in this report (p. 29-32). It may also refer to the way the researcher construes observed phenomena. The techniques described above (triangulation, member check, peer review, constant comparative analysis, etc.) can be a safeguard against construct effects.

LeComte & Goetz (1982) admit that "attaining absolute validity and reliability is impossible for any research model" (LeComte & Goetz, 1982, p. 55). However, while being aware of potential problems, the above techniques may be used to enhance reliability and validity.

Research Design and Procedures

Subjects

The participants in this study are all the foreign language student teachers enrolled in their last semester of foreign language teacher education program at a large southern university located in the state capital city during the Fall 1990 semester. Prior to the semester of preservice field experience, during the Fall 1989 semester, the student teachers all attended the same foreign language methods course, required for all foreign language education majors.

After completion of their student teaching semester, they were all asked to be included in this study, and they all accepted. They were five women, one in Spanish, Claire, and four in French, Ann, Beth, Diane, and Ellen (Appendix B).

Each student teacher was asked to provide biographical data by filling out a form and by writing an autobiographical essay (Appendix C). They were also asked to complete a pre-student teaching reflective writing (Appendix C). A detailed profile of each participant is developed in the fourth chapter.

Program

The five participants in this research were in the Foreign Language Teacher Certification Major program at a major Southern university. At that time--prior to, and during the Fall 1990 semester--there existed three programs which led to teacher certification in Foreign Languages, two at the undergraduate level (one with minor one without), and one at the postgraduate level. This research involved student teachers in their senior year at the undergraduate level.

Undergraduate Program

In the Student Teacher Handbook, the student teaching experience is described as "the culmination of [a long preparation to become a teacher]--an extended opportunity for [student teachers] to combine content knowledge and knowledge of curriculum, instruction, and school-aged learners" (England, 1990)

Prior to the preservice field experience in foreign languages, students with no teaching minor (i.e., Diane) were required to take thirty five semester hours of professional education courses, forty nine semester hours of general education courses, forty one semester hours of major courses, and twelve semester hours of electives. With a teaching minor, they were required to take respectively thirty eight, forty nine, twenty nine, and twenty two semester hours (College of Education Curriculum, 1990-1991, p. 129). Four of the participants had undergraduate programs with a minor: English for Ann, Beth, and Claire; and biology for Ellen.

The stated emphasis of the whole program of teacher preparation in the College of Education at this university was to encourage and enable future teachers "to think reflectively and to be analytical in reconsidering [their] readings, course activities, and previous experiences in schools" (England, 1990, p. 1). Furthermore, this reflective approach was strongly encouraged throughout the student teaching semester, and the teaching career: "It is quite appropriate for that reflective analysis to continue throughout your student teaching and, indeed, throughout your teaching career" (England, 1990, p. 1). Student teachers were also assured of the university's "assistance and encouragement as [they learned] to be even more reflective, and as [they learned] to further sharpen [their] analytical skills in school settings" (England, 1990, p. 1). They were also assured of "a strong, collaborative network to assist [them] as student teachers" (England, 1990, p.1). Using Zeichner's

typology (Zeichner & Teitelbaum, 1982), the stated curricular orientation of this particular foreign language teacher preparation program was inquiry-oriented (Appendix D).

Foreign Language Methods Course

During the Fall 1989 semester, all five participants attended the same course on "Methods and Materials of Teaching Foreign Languages." The stated requirements of the course were:

1. Read assigned chapters and articles and prepare for class discussion.
2. Observe language classes and write critiques.
3. Prepare oral reports.
4. Teach language classes.
5. Participate in peer-teaching sessions.
6. Complete exams and final reports.

(Foreign Language Methods Class Syllabus, 1989)

The list of texts utilized in the course, and a copy of the syllabus are presented in Appendix E. As described in the syllabus, the foreign language methods course included two sessions of class observation, and nine "practical sessions." The course also included a midterm and a final examinations. The midterm examination asked the methods class students to give a true/false answer to five out of seven statements concerned with foreign language teaching/learning theory. Four elicited a "No" answer which required a correction and an explanation, as well as a discussion on their importance for foreign language instruction. A second question called upon the students' analytical skills to explain, comment, and examine three out of four statements

excerpted from the textbooks. The last question asked that the students "write a brief but well organized lesson plan."

The final exam asked the students to define four out of six terms related to foreign language teaching/learning theory. Students were to choose five among seven questions, six of which required a list, and one asked the students to build an argument in favor of authentic materials. Finally, students had to write a brief critique of a given lesson plan (written in English), then they were to write a complete lesson plan on one out of four topics, one on vocabulary, three on grammar points.

Visits to Participating Schools

After student teaching assignments were made by the Office of Clinical Experiences, during the semester prior to student teaching, i.e., the Spring semester of 1990, the prospective student teachers were required to visit their respective supervising teachers at the schools to which they had been assigned. More than one visit was recommended. The purpose of these visits, as stated by the university, was to allow the student teachers to meet their respective supervising teachers and to become oriented to the school. The student teachers were then expected to gather information such as the school schedule, the subjects as presently taught, textbooks and other materials presently used, and expectations of their supervising teachers. The Office of Clinical Experiences recommended that the student teachers obtain a copy of

the school handbook in order to familiarize themselves with the existing philosophy and objectives of the assigned school.

Field Experience

The field experience semester is described as an "all-day student teaching program" by the legislation of this state, which further states:

> that the applicant shall have spent a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. That applicant shall have completed a substantial portion of his/her 180 hours of actual student teaching on an all-day basis. (State House Bill 733, cited in England, 1990, p. 3)

However, this state university student teaching requirements exceed the state minimum standards. Because the student teaching semester consists of approximately fifteen weeks, varied teaching experiences gradually building to full-time teaching are recommended, and are expected to result in "far more than the required minimum number of hours" (England, 1990, p. 3).

Student teaching consists of three components: observation--"watching a teaching-learning situation" (England, 1990, p. 12); participation--"any phase of a teacher's duty except direct teaching" (England, 1990, p. 15); and teaching--"assuming the responsibilities of instruction" (England, 1990, p. 15).

The supervision provided by the college coordinator throughout the student teaching semester reinforced the reflective approach. Specifically, after each observation of a foreign language class conducted by the student teacher, she was asked to reflect on her perception of that particular lesson, on her intentions, on the meaning she gave to her actions in the classroom, on the

pupils' reactions and responses to her teaching, etc. In addition, there were five small group meetings with the college coordinator throughout the student teaching semester. In addition to a general interactive reflection on each student teacher's individual experience, they were asked to reflect upon one specific topic at each one of the meetings. They were: (1) their emerging role and relationship with their supervising teacher; (2) what they noticed about the characteristics of the students they taught; (3) what they were learning about themselves as teachers; (4) the one most successful, and the one least successful experiences during their student teaching semester.

Responsibilities of the participating schools, the student teacher, the supervising teacher, and the college coordinator for this university's student teaching program are presented in Appendix F.

Settings

Schools

One student chose her participating school and supervising teacher, and the other four participants were assigned by the University Office of Clinical Experiences to four different public schools in the same school district, to observe and teach foreign languages (French or Spanish) for the duration of the semester. One student worked in a middle school (6-8), thereafter referred to as E Middle School, and 4 students worked in 4 high schools (9-12), thereafter referred to as A, B, C, and D High Schools.

A High School is located in a neighboring town at a distance of over 25 miles from the university. Although in a small town and a more rural setting than schools in the State capital city, it has the characteristics of a suburban school. In the Fall 1990 semester, it had a total of 976 pupils registered, and 51 teachers. It offered classes 9-12 with special education classes in addition to the regularly scheduled classes. It was the only one of the five participating schools to publish a Student Handbook under the form of an 88 page booklet, with a list and a description of the courses offered including Spanish I, II, III, and French i, II, III, IV. The supervising teacher was not a native speaker, and French was used about 75% of the class time, but not outside the class.

B High School is located in an urban area in the State capital city. In the Fall 1990 semester, it had a total of 1,218 pupils registered and 71 teachers. It offered regular classes 9-12 with additional classes for special education. The supervising teacher had her own foreign language classroom. She was not a native speaker but French was spoken 90% of the class time, and generally not used outside the class.

C High School is located in an urban area in the State capital city, and had a total of 877 pupils registered and 53 teachers in the Fall 1990 semester. It offered regular classes 9-12, with, in addition, special education classes. The supervising teacher had her own foreign language classroom and taught Spanish lessons only. She was native of a South American Spanish speaking

country and her Spanish was at the native level. Spanish was spoken 75% of the time during the class, and also spoken occasionally outside the class.

D High School, located in a suburban area in the State capital city, had a total pupil registration of 1,433 and 80 teachers in the Fall 1990 semester. It offered regular classes grades 9-12 with special education classes in addition, and a wide range of extra curricular activities in which the supervising teacher was active, and in which she encouraged her student teachers to get involved. The supervising teacher had her own foreign language classroom in which she taught a Spanish class in addition to the French classes to which the student teacher had been assigned. She was not a native speaker of either French or Spanish. About 80% of the class was conducted in French, and it was occasionally used outside the class.

B, C, and D High Schools each had a Students' Handbook which consisted of a two page brochure containing information on the school, and a list of clubs, sports calendars, and requirements for graduation, but no list or description of the courses offered. Only college preparatory programs required a minimum of two credits in the same foreign language, and only the C High School Students' Handbook contained a syllabus for the college preparatory program.

E Middle School is one of the largest of the non-magnet middle schools in its school district. It is located in a suburban area in the State capital city. It had a total pupil registration of 751 and 42 teachers in the Fall 1990 semester.

This school offered regular classes grades 6-8 with, in addition, special education classes. It offered a wide range of academic subjects and extra-curricular activities. The equivalent of the students' handbook was a four page handout giving information on the school, but no description of the courses offered. The foreign language supervising teacher had her own foreign language classroom where she taught a German class in addition to the French classes in which the student was assigned to do her student teaching. An informal arrangement existed with another teacher of French in the same school for joint planning and lesson sharing. The school was located in a suburb and there was a diversity in pupil characteristics. The supervising teacher had lived in Switzerland for ten years, and her French was near native. Classes were conducted in French and 90% of the class time was in French. It was spoken outside the class only occasionally.

All the schools had in common a diversity in community and pupil characteristics, and a foreign language club. The floor plans of the schools were very similar, except for B High School (Appendix G). All five schools are coordinated under the same central administration. However, they enjoy a fair amount of autonomy, and the organization and physical setting of each classroom was somewhat different.

Classrooms

In schools A, and E, the most striking feature of the classrooms was the absence of windows. The smallest room was in A High School. It was filled

with about 30 desks set in tight rows, and circulation in the classroom was not easy. The administration set restrictions on moving desks, group work, oral activities, and hanging things on the wall. However, the wall facing the students was covered with a finish which allowed for drawing and hanging, and it was covered with various posters, drawings, memorabilia, and realia evocative of France. Another wall held a blackboard and a bulletin board. A cassette player/recorder remained available in the room. Even though the room was small and cramped with no window, it had a bright and pleasant atmosphere.

The classroom in E Middle School was a more comfortable size, but with large groups of students, it could seem quite full. Throughout the semester, Ellen's supervising teacher experimented with several different desk arrangements. The walls were covered with posters and decorations in French and in German, the two languages taught by Ms. Elliot, and more decorations were hanging from the ceiling. Some equipment remained in permanence in the room: a television, a VCR, a cassette player/recorder, and an overhead projector. The room had a busy atmosphere as students were kept active, except for the first 5 or 10 minutes of class, when they went through the listening activities of The Learnables.

D High School also had a large classroom where both French and Spanish were taught by Diane's supervising teacher. It had two tall but narrow windows in two corners of the room. The desks were arranged in rows of six,

two rows on either side of a large open space in the room, with a row across the back. There was ample space to circulate between the desks, besides the large open space in the center. The students were often asked to move about for various activities, carried out individually or in groups. Posters and decorations hung on the walls with large messages in French and in Spanish. The room was large enough to have two doors opening onto the corridor. A cassette player/recorder, and an overhead projector remained available in the classroom. A television and VCR equipment were brought in when needed. This was also a bright and pleasant room, with a dynamic atmosphere.

B and C High Schools were the two urban schools closer to the State university. In both of them the classrooms were large and one entire wall was opened with windows, with two doors to walk out into the corridor. The three other walls held blackboards, bulletin boards, and a host of posters and decorations. In B High School, some forty desks were lined up in tight rows and the students were always kept well under control, no matter the size of the group. They sat with their back turned to the window wall. In front of the desks a wide space the length of the room was open, but was never observed to be used for activities. The television and VCR equipment, and the overhead projector were used almost daily. The cassette player/recorder was used often, essentially to listen to the audiotapes which accompanied the textbook and workbook utilized in these foreign language classes.

The classroom at C High School was organized differently. The desks were arranged in a horse shoe pattern around the room, two rows deep. It left a large open space in the center, and gave the room a wide open feeling. Students could easily move around for various activities, and the teacher could also circulate easily with ready access to any student in the room. Small groups, like French III's 8 students used only one set of desks on one side of the room and gathered in a small seminar fashion. An overhead projector and a cassette player/recorder were available and used regularly.

Classes Taught by the Student Teachers

All schools daily schedules were divided into seven periods. Ann and Claire had six periods of instruction per day, one class preparation period, and twenty minutes for lunch. Ann's schedule was composed of one French I class, four French II, and one combining French III & IV. Claire's schedule included two Spanish I, two Spanish II, two Spanish III, and four students preparing the Spanish Language Advance Placement examination. Three of them joined the first period of Spanish I, and the fourth one joined Spanish III in the third period.

Beth's schedule counted only five teaching periods of instruction per day with two French I, two French II, and one class combining French III & IV. She had two class preparation periods, and thirty minutes for lunch.

Diane had the lightest schedule with four teaching periods of instruction per day, two class preparation periods, and twenty minutes for lunch. There were three classes of French II, and one class combining French II & III. Ms.

Davis taught a fifth period, but since it was Spanish I, Diane could observe, or possibly participate, but she could not teach it.

In Middle School, Ellen's schedule included five periods of instruction, one period of class preparation, and twenty minutes for lunch. The French classes included one French I, one French A, and three French B. In addition, Ellen's minor being science, during the second period she went to the Life Sciences teacher's class while Ms. Elliot taught German.

Data Collection

Multiple methods were used to collect data: questionnaires, observations, interviews, instructional materials and pertinent artifacts. Five main sources provided the data: student teachers, supervising teachers, participating schools, investigator's observations, and the university--foreign language methods instructor common to all five preservice teachers and Office of Clinical Experiences.

Questionnaires and interviews are similar in that they rely on self-report as the basic source of data. When using such instruments, it must be remembered that "people often bias the information they offer about themselves, and sometimes they cannot recall events and aspects of their behavior" (Borg & Gall, 1989, p. 465). Sechrest (1966) recommends using naturalistic observations to offset bias in self-reports. When combined, they yield more accurate data than could be obtained with any one kind of data collection alone. However, although naturalistic observations alleviate some limitations of self-report instruments, they have their

own potential limitations. These limitations will be discussed following the description of the instrument and/or the procedure.

Data Collection Timeline

End of August 1990 - Collection of the following:

From the student teachers:

1. Biographical data;
2. Autobiographical essay;
3. Pre-student teaching reflective writing;
4. Teacher belief inventory;
5. Conceptions of foreign language teaching.

From the methods teacher:

1. Methods course description;
2. Student teachers' end of the course exams.

The use of the dialogue journals was explained to both the student teachers and the coordinating teachers.

Throughout the Fall semester of 1990.

1. Collection of observations field notes and videotapes, unstructured interviews, and related notes and audiotapes, as well as of materials used during all phases of planning and instruction. Each student teacher was observed 6 times while teaching. Prior to each observation, the researcher collected any lesson plans or other instructional materials used to prepare the lesson. They were used as a

frame of reference as the student teacher taught the class and during the post-observation interview.

2. Maintain dialogue journals between student teachers and supervising teachers.

3. Interviews with student teachers before and/or after each observation. They focused on all phases of instruction: pre-, inter-, post-active (Clark & Peterson, 1986) in relation to the student teacher's theoretical orientations. They were also given the opportunity to discuss their relationship with students, supervising teacher, and school.

4. Unstructured interviews with supervising teachers before and/or after each observation of their student teachers. They were given the opportunity to comment on all aspects of their student teachers experience.

December 1990 - Collection of the following:

From the student teachers:

1. Teacher belief inventory;

2. Conception of foreign language teaching;

3. Dialogue journals;

4. Asked student teachers whether they would accept to participate in this study.

January 1991

Individual partially guided, but dialogical, interviews with student teachers and supervising teachers, notes and audiotapes.

Measures Employed

Biographical Data (Appendix C)

The three following sets of information were required by the Office of Clinical Experiences from all student teachers prior to starting the semester of student teaching. Since they contained information needed for this study, and in order not to increase the amount of paperwork demanded of the student teachers, as well as to minimize the disruption to the standard student teaching routine, the information thus collected was added to the data without duplicating nor modifying the questionnaires already in use.

Questionnaire

The participants were asked to fill out a questionnaire on biographical information. Besides the usual questions on name, address, birth date, family status, etc., participants were also asked information on schools attended, extra-curricular activities and/or employment during college, course work and/or employment while student teaching, and short term and long term goals.

Autobiographical Essay

Student teachers were asked to reflect on their background and experiences relating to their "development as a student becoming a teacher."

Pre-student Teaching Reflective Writing

This instrument asked student teachers to reflect on the personal qualities and attributes which define them each as a unique individual. Then it suggested that they focus on the one single personal characteristic which might be of concern

to them as they were about to face the demands of teaching. A third point encouraged them to reflect on what they perceived had prepared them best in their college studies to be a successful teacher. Finally, they were asked about what left them most apprehensive about their preparedness to teach after completing their college courses.

According to Adler (1982), biographical information should be taken into consideration in such a study since personal and educational backgrounds as well as experience play a determining role in the elaboration of a teacher's perspectives.

Inventories on Beliefs and Conceptions of Foreign Language Teaching

The two following measures were conceived on the basis of Berlak & Berlak's (1981) concept of "dilemmas" (see "Theoretical Framework"). They were administered to all five participants in August 1990 at the first Small Group meeting, then again in December, after completion of the student teaching semester.

Teacher Belief Inventory (TBI) (Appendix H)

Constructing the questionnaire.

The Teacher Belief Inventory or TBI was originally a forty seven-item questionnaire developed by Tabachnick, Zeichner, Densmore, Adler, and Egan (1979-80) on the basis of their work on teacher perspectives and of the literature on teachers (e.g., Bussis, Chittenden, & Amarel, 1976). It has been adapted for use in teacher practica and has been published in S.J.Posner (1985), Field

Experience: A guide to reflective teaching, New York: Longman, Inc. The wording of some questions was modified to improve their clarity or to make them more pertinent to the teaching of foreign languages. Three questions were added which specifically address the teaching of foreign languages.

Pretesting the questionnaire.

It was pilot tested in the Summer 1990, in another state, with twenty five elementary and secondary foreign language teachers (for a questionnaire pretest, "as few as twenty cases are often sufficient," Borg & Gall, 1989, p. 435). They had varying degrees of experience in foreign language teaching and were attending a foreign language methods class part of a Summer Institute for teachers of French. They were administered the questionnaire on the first day and again on the last day of the course. After analysis of the results, a few modifications were made in the wording and a fifth dimension was added for a possible choice of "No Opinion" in the questionnaire. Comments were encouraged for each item on the questionnaire. At the end of the questionnaire open-ended questions invited comments on its format and content, and suggestions about items which they believed should be deleted or added. The comments were tallied and taken into consideration for a revision of the questionnaire. Responses were reviewed item per item for blanks or unpredicted responses to check understanding of items. At that point a few questions were reworded for clarity and a fifth choice of No Opinion was added.

Questionnaire objectives.

It was originally designed "to assess student teacher beliefs related to six specific categories: (1) the teacher role; (2) teacher-pupil relationship; (3) knowledge and curriculum; (4) student diversity; (5) the role of the community in school affairs; (6) the role of the school in society" (Tabachnick & Zeichner, 1982, p. 15). Then Tabachnick & Zeichner (1985) "decided to drop the categories 'The Role of the School in Society' and 'The Role of the Community in School Affairs'" (Tabachnick & Zeichner, 1981, p. 11) because student teachers are rarely involved in situations where they could, or had to, act in relation to components of teachers' perspectives dealing with those two categories. For the same reason, in this study, the description and analysis of student teachers' perspectives are also based "on the data related to the four remaining categories of perspectives" (Tabachnick & Zeichner, 1981, p. 25). This questionnaire was not designed to assess the full range of student teachers' beliefs about teaching in general nor within each of the categories.

Conceptions of Foreign Language Teaching Inventory (CFLT) (Appendix I)

Constructing the questionnaire.

This instrument has been adapted from the "Conceptions of Social Studies Inventory" (CSSI), developed by Adler (1982), which in turn was modeled after Tabachnick & Zeichner's (1982) "Teacher Belief Inventory." The original 25 items were modified in their wording and added on to--but not in their concept and format--to specifically address the teaching of foreign languages.

Pretesting the questionnaire.

This questionnaire was also pilot tested during the Summer 1990, with the same group of teachers, and following the same procedure. A fifth dimension of No Opinion was added, and some minor modifications were made in the wording, but not in the format.

Objectives of the questionnaire.

This questionnaire was designed to assess the student teachers' beliefs and conceptions about content, resources, integrated curricula and critical thinking as they apply to foreign language teaching. It sought to elicit responses to beliefs and conceptions about foreign language teaching in the following categories: (a) knowledge as personal versus public, (b) knowledge as process versus content, (c) knowledge as social versus individual, (e) student input into decision making versus teacher as decision-maker, (f) search for alternative resources versus reliance on text, (g) importance of foreign languages relative to other areas of study (after Adler, 1982). These categories are described in Appendix J.

Dialogue Journals

Dialogue journals between student teachers and their supervising teachers were kept throughout the student teaching semester. Student teachers were asked to reflect upon issues regarding foreign language teaching as well as events which occurred while observing foreign language classes and while teaching. Their supervising teachers responded to their comments and questions, and added their own reflections and questions in the student teachers' journals.

Observations

They took place throughout the student teaching semester. Data from observations included handwritten field notes and videotapes of foreign language classes taught by the student teachers. Each student teacher was observed 7 times at regular intervals throughout the semester while teaching a complete period. The first visit was not videotaped.

The format used for this study was continuous recording. Each protocol is a narrative in chronological order of the events which occurred during the whole period taught by the student teacher. In addition to the field notes, observed classes were recorded on videotape. A graduate student experienced in operating video equipment at the College of Education laboratory taped the classes observed, while the investigator was taking field notes.

As in any observational study, it was necessary to remain aware of observer effects. The following steps were taken to remove or reduce them.

Effects of the Observer on the Observed.

In this particular research, the observer's effect was reduced because of several factors: (a) the observer was the college coordinator on previous semesters. Therefore the supervising teachers and the participating pupils were used to the observer's visits to their classrooms. (b) the student teachers were not asked to participate in the research until after the end of the semester. Nevertheless, the presence of the observer in the classroom affected the social setting of the research in essentially two ways: (a) At first, it made the student

teachers nervous, their pupils noticed this change in the student teacher, and in turn their own behavior was affected. For this reason, the first class observed was not videotaped. However, after a first glance, the pupils generally forgot about the camera. (b) asking questions before or after observations, in Small Group Meetings or informal conversations undoubtedly encouraged the participants to be more reflective about their teaching, their relationship with their pupils and their supervising teachers, and any other aspect of their student teaching experience.

Observer bias.

This type of error does not refer to random errors, but to systematic errors which can be attributed to either the characteristics of the observer, and/or to the characteristics of the situation being observed. The observer must also remain aware that there is a greater risk of bias when the observer is also the one to draw conclusions and inferences from the observation data. Interviews with the supervising teacher and videotaping the classes observed helped reduce observer bias.

Contamination.

In this research, the most serious threat of contamination stemmed from the influence of the observer's knowledge concerning the performance of the participants. On the other hand, the close rapport developed with the participants allowed for a deeper understanding of them and their work, and of the supervising teachers' work. It was instrumental in gaining access to information which otherwise might not have been made available.

Observer expectations.

The observer's expectations was another potential source of bias in this study, with a potential effect on how what was seen might be recorded and interpreted. Again, videotapes were most useful for cross reference, since the student teacher watched them and wrote comments on them before the observer.

Interviews

Several types of interviews were used, at different times, and of different lengths. Unstructured interview data consist of audiotapes and handwritten field notes from (a) regularly scheduled Small Group Meetings with the 5 student teachers, (b) discussions with each of the student teachers following and/or prior to classroom observations of their teaching, (c) discussions with each supervising teacher following classroom observations of their student teacher conducting a class, (d) individual interviews with student teachers and supervising teachers after completion of the semester of student teaching. These last interviews were longer than the pre- or post-observation interviews. All interviews were partially structured, taking into account the data accumulated during the semester of student teaching, yet they remained dialogical.

Teacher Materials

Materials used by student teachers in the planning and implementation of instruction were randomly collected. They include: lesson plans, instructional materials, evaluation instruments, photographs and any other pertinent material.

They were used to examine the student teachers' pre-, inter-, and post-active thought processes and instructional behavior.

The Problem of Subjectivity

In this study, the researcher is the observer. In addition, the researcher/observer is also the college coordinator. A consequence of this conscious involvement was the question of subjectivity. Some measures to minimize possible bias have been described above, and were implemented in this research.

Subjectivity is not always viewed as a problem, or a risk. For instance, the feminist materialist ethnographic approach views it as a means to add to the strength of the data and research. From a naturalistic ethnographic viewpoint, conscious involvement with the participants and the relationships developed with both student teachers and supervising teachers would be an indication that the natural social relations had been disturbed. In that case, data from observations and interviews would be considered distorted and thus become invalid. From a feminist materialist ethnographer viewpoint, this data is representative of the participants' social life at a specific moment in their history. Angela McRobbie (1982) and Ann Oakley (1981) argue that the researcher's own subjectivity can often add to the strength of the data and research. It is believed to be the case in this research.

Another area of concern, was whether the written account of this study could remain objective, while wrestling with the decisions of what to say and what

to leave out. While there was no guidelines to make choices among the accumulation of data gathered through observations and interviews during field work, there was one important criterion: who was this report written for and why? One important consideration was the individuals involved in the research, especially the student teachers and their supervising teachers. The responsibility of doing them justice was a challenge, but it was paramount. Observations, interviews, and any data utilized for that matter, had to be understood and presented as faithfully and accurately as possible through maintaining a self-conscious and reflexive stance about processes of perception, thoughts, and interpretation. Lather (1986) declared:

> How does one avoid reducing explanation to the intentions of social actors, by taking into account the deep structures--both psychological and social, conscious and unconscious--without committing the sin of theoretical imposition? . . . [The ethnographer] must be premised on a deep respect for the intellectual and polltical capacities of the dispossessed. (Lather, 1986)

Out of a "deep respect for the intellectual and politicai capacities" of the students teachers and their supervising teachers who participated in this study, came a conscious desire to let any original theory be informed and transformed by "the lived experiences" (Roman, 1987) of the participants and their supervising teachers. One way to minimize the problem of subjectivity was to get feed back from the student teachers and their supervising teachers, and to discuss with them how they felt about writing down in the report what was discussed. They also were able to review their profiles and comment on them. The next chapter

presents individual profiles of the student teachers. They are the main voices, and extensive quotations are included.

Conclusion

In this study, data are collected from four different sources: student teachers, cooperating teachers, methods instructor, and cooperating schools, via multiple modes (interviews, observations, questionnaires, essays, etc.). While there was one observer only, videotapes allowed participants to comment on their own foreign language teaching practices, and they as well as peer reviewers were able to check written interpretations of the data, to corroborate with, or question, the original observations. Interview tapes and transcripts, questionnaires results, biographical data, and teacher material were also reviewed by participants and peers. At every step of the research design and data collecting procedures precautions were taken to minimize bias, and to increase dependability, transferability and confirmability, while safeguarding against loss of credibility.

CHAPTER 4

PARTICIPANTS' PROFILES

This chapter focuses on the individual portrayal of the participants. These profiles are a presentation of data and will be analyzed in the next chapter. They emerged essentially from the data provided by the participants and their supervising teachers. In this chapter, they are the main voices and extensive quotations are included. The data are specific to each participant in the context of her individual student teaching experience. The participants' own words are used most often, and all data collected were analyzed for discourse or behavior which confirmed or contradicted their voices. Although the research focused on foreign language teachers and their perspectives of foreign language teaching, these could not be described in isolation from perspectives of teaching in general, including perspectives on teacher's role, children and learning.

These profiles, like the various phases of data gathering, were guided by the dilemmas described in Chapter 3. These dilemmas provided a framework for organizing the massive amount of data, but were not viewed as either prescriptive or limiting. Therefore the following descriptions are not necessarily confined to the dilemmas, nor focused on them unless they are actually relevant. Furthermore, although the dilemma language brings into focus various dimensions, and it is necessary to focus on one aspect of the student teachers' perspectives at a time, it is most important to emphasize that no one

category can be isolated from the other elements of teachers' perspectives. Like light flowing through the multifaceted crystal prism of teachers' perspectives, not one single ray of light can be isolated on its journey and interplay through each one of the prism's facets. The combination and interplay of each one of the light rays account for the way the crystal prism is perceived.

Each profile opens with a description of the participant, including background information, reasons for going into the field of education in general and foreign languages in particular, and personal concerns and goals as the student teacher enters the foreign language teaching profession. These descriptions are based on the biographical background, the autobiographical essay, and the reflective writing provided by each participant prior to starting student teaching, on the initial interviews which took place at the beginning of the student teaching semester, and on journal entries. A description of each participants' conceptions and perspectives of teaching and the teaching of foreign languages follow, based on the above mentioned data and on additional data recorded through questionnaires, journals, and interviews as well as observations, instructional materials and pertinent artifacts.

The quotation of sources, like the text of the dissertation, follow the guidelines of the Publication Manual of the American Psychological Association. The quotations "follow the wording, spelling and interior punctuation of the original source, even if the source is incorrect. If any incorrect spelling, punctuation, or grammar in the source might confuse the readers, [the word sic,

is inserted], underlined and bracketed" (American Psychological Association, 1974, p. 68). Material was omitted when a quotation contained text which was obviously meaninglessly repetitious or irrelevant to the topic. In that case, three ellipsis points were used within a sentence, and four points indicated "any omission between two sentences" (American Psychological Association, 1974, p.69). Ellipsis points were not used in place of fillers (i.e., you know, uhhh, etc.) recorded during interviews. Fillers were kept in the quotations if what they expressed was complementing the meaning conveyed by the words or by kinesics. Brackets were used "to enclose material (additions or explanations) inserted in the quotation by some person other than the original author" (American Psychological Association, 1974, p. 70). When emphasis was added, the words are underlined, and it is indicated within brackets whether the emphasis was added by the original author, or by another person.

As mentioned in Chapter 3, the five participants were not selected by the researcher. They were the total population of students enrolled in the Fall 1990 preservice field experience which was the culmination of their undergraduate teacher education program, and which is required for state certification. During the Fall 1989 semester prior to the preservice field experience, all five participants were enrolled in the same foreign language methods course and therefore taught the same syllabus by the same instructor. Since the researcher was also the college coordinator, the research could be conducted without disruption of the normal routine involved in a non research preservice

field experience. It is only after the end of the student teaching semester that the participants and the supervising teachers were asked for their consent to participate in the research by letting the researcher use that semester's material (questionnaires, interviews, observations, etc.) and by participating in a final interview. They all agreed. A release form authorizing the use of the data collected was signed by each one of the student teachers participating in the study and by each one of their supervising teachers. A sample of this form appears in Appendix J.

Participant A - Ann

Background

Ann was 23 years old, and was born in California. When she was 10, her family moved to a very small town located in a rural area of the state where this university is located. There she attended public, middle, and high schools, and upon graduation entered college at the state university located in the capital city. She worked through college and held various temporary jobs including secretary, cashier, receptionist and waitress. She was married, and during her student teaching semester, she was employed 10 hours a week as a waitress, and was registered in a French course at this state university. She lived about 8 miles from the university she attended, but had to travel over 50 miles a day to go to the high school where she was student teaching.

Ann decided to become a teacher after much consideration, being quite aware that it is not a money-making profession. "Entering the teaching

profession was a decision that required a lot of thinking on my part. I had to decide if it really would be worth my while. After all, one cannot become wealthy as a teacher."

However, Ann had already worked with children, and had come to the realization that she wanted more out of her profession than money. "But then I realized that I didn't want to just make money, I wanted to enjoy my work. In high school, I tutored many students in every subject. Even though it was done on a voluntary basis, I really enjoyed it."

Besides tutoring, Ann had also gained experience with children as a Big Buddy. In addition, as a former member of a service organization (APO) which has a chapter at her university, she visited students of the School for the Visually Impaired and read to them. She saw in teaching an opportunity to fulfill her "desire to make a difference" while remaining aware of the demands of the profession.

> Of the many important qualities in a teacher, some of the most important are patience, perseverance, positiveness, the ability to communicate, and the desire to make a difference. These are not easy to come by, but they are obtainable and they require lots of work and effort to maintain.

Throughout Ann's field experience, this strong desire to help and to give something lasting to her students was a constant, and a major theme in her perspectives towards teaching.

Ann had lived in Quebec for two semesters while enrolled in a French for non-native speakers program at the University of Laval. That particular program "emphasized grammar and oral expression."

Ann always enjoyed meeting people and communicating with them. She found it easy to do, and believed that she did it well. It gave her the confidence that she would be successful in pursuing a teaching career, since she believed that "in teaching, communication is very important" and necessary to transmit ideas: "I feel confident in knowing that I have the ability to communicate my thoughts, ideas, and emotions."

Despite this expressed confidence, Ann entered student teaching with some anxiety. For one thing, she considered herself a "perfectionist" which she would not view as a problem if she were to "live alone." However, she knew that when "things are not done exactly the way [she] would do them personally, [she] gets a little upset." She called this her "downfall" and feared that it might be a source of problems in a classroom. For although she liked "to do things very orderly and systematically" she was aware that "in a classroom it is going to be a little disorganized and things won't always be done my [Ann's emphasis] way. Because of this, I am a littie nervous about the demand for patience and flexibility."

Another source of anxiety was her feeling of being inadequately prepared to teach, although she admitted that her foreign language methods course at the university had given her "some teaching ideas. The student had to come to

class and actually teach to the others with materials and all--a sort of mini lesson."

She recognized that "many different ideas were presented as far as methods of teaching and materials used" yet she remained "very nervous" at the prospect of teaching foreign language to high school students. In addition, while a student in college herself, Ann had come to realize that "no two students learn alike." As a consequence, she expressed anxiety about facing the diversity of students she was sure to find in any high school class, and hoped that she was prepared to handle it: "I only hope that I will be able to manage some individualized teaching in those cases where students have difficulties."

When she started, Ann "had no idea what to expect." She did not think that she should be there because she believed that she was neither "ready" nor "prepared." She "didn't know what [she] was getting into" nor "what [she] was supposed to be." Even after two weeks of observations, she "was still scared. . . . The first time that I started teaching, I had a lesson plan, but I had no idea of what I was going to do. I didn't even know how to introduce myself to the students."

Ms. Anderson, Ann's supervising teacher, recognized that "most of [the student teachers] are afraid, even if they're not shy, if they're outgoing, if they have personality . . . because this is a first time experience for them. Then they crawl out of their shells and become good potential teachers."

As the semester went on and Ann gained experience with all aspects of a teacher's responsibilities, she came to realize that her fears were not justified and her feelings of inadequacy disappeared: "I just came out of it [student teaching] thinking that I knew a lot more than I thought I did. I was more prepared than I thought I was. Now I know how it feels to be a teacher. I see them now as a teacher."

Teacher Role

Teacher Image

Ann thoroughly enjoyed her student teaching experience and therefore associated it with the perfect teaching situation: "I would love to be in a perfect situation again like I was when I was student teaching." However, she would also have loved to teach in a private school, only on the basis that she "[heard] that that situation is really good." By the end of her field experience though, she was ready to try anything: "What I really want to do is try to adapt to whatever situation I get. If I can . . . get used to it and [am] able to deal with it as it comes, I'll be able to do anything. . . . I'll try anything, as long as I don't get killed."

At the beginning of her student teaching semester Ann was very much aware of her lack of experience. She was aware that "it takes time to know what works and what doesn't work" and that she "didn't really get to learn how [some things were] done" before going into student teaching. Therefore she would always ask herself "Was this the best way to do it? Did I do it right?"

She saw herself in a continuous learning situation, reflecting on what she did and how she did it, and constantly seeking a better way to teach. She was also aware that "there were a lot of things that [she] knew" and she strived to "develop skills that [she] already had." She "kind of learned a lot" in attempting "how to explain things" thus "making it clearer to [herself]." She felt she "developed some methods of teaching" but concluded "I'm still learning."

Ms. Anderson indicated that Ann came to student teaching with some pre-existing concepts: "She did have some concepts about teaching a foreign language when she first came, and she also had concepts about teaching in a classroom."

According to Ms. Anderson, what Ann was not aware of, like most student teachers, was "disciplinary problems" and lack of motivation on the part of the foreign language students. Ms. Anderson confirmed that Ann, like most student teachers again, arrived unprepared "to meet the needs of all students. Because in the public school system you have students who work on different levels." It took her "a few weeks" to learn "to gear [her] subject matter to meet the needs of all the different levels of students." Besides different levels, Ann also had to deal with "different personalities throughout the day" and "these are things that you don't learn in a college classroom."

Ms. Anderson stated that Ann "definitely had the skills" necessary to implement her preferred pedagogy effectively: "She was relatively fluent in the

language, so she could teach in the target language, she had a lot of personality, and she was very enthusiastic and energetic."

As a result, Ms. Anderson noted that the students "loved" Ann's teaching in the target language: "they caught on quickly, and they responded well."

School Rules and Regulations

Ann believed that it is "important to follow the rules that a school has set, very important." Especially, according to her, in the school where she was student teaching: "It was very important over there, very [Ann's emphasis] important." She felt that she had a serious responsibility toward the school and toward the students to abide by the school rules. "I feel that if I break a rule that the school set that the students can maybe think that they can do it too, that it is not such a big deal. So, I like to keep them thinking that's a good idea to follow the rules . . . it's important, it's very important."

Ann recognized that "there is always an instance, an emergency situation where you have to bend the rules, you just have to." However, to decide on which instance is appropriate, which case is an actual emergency, requires maturity and experience which in Ann's view students do not yet possess. She believed that it was up to her as a teacher to model the appropriate behavior in order for the students to gain that very experience and judgement which they still lacked. She gave two examples of such situations which might justify in her view making an exception to the school rules. One concerned the daily morning pledge which she considered "a question of values." She believed that

the students "don't have to do it." She recognized that "there are some people that do not believe in doing the pledge, and there were students that did not believe in it" and that these positions and beliefs also deserved her and any teacher's respect. She acknowledged that she was not sure what she would do when faced with such a problem in her own classroom. She believed that "at least [she] would have enough respect to either stand or let the students stand" but she would not "just refuse [her] class to follow the rules." Another rule about which Ann had serious reservations was "letting anybody out of class." She understood that "the school [was] doing it for the legal consequences" since "if they're gone out of class something can happen to them and legally we're responsible for it." Yet she believed that it might be workable with older students, but unrealistic and unfair to young children who "have got to go sometimes." So she worked out a compromise and decided to "let [her] students out to go to the bathroom" considering the fact that "the bathroom is right there in [her] sight."

Teacher/Pupils Relationship

The first class that Ann student taught comprised thirty three students. She believed that they were "excellent behavior-wise for being such a big class." Yet she chose to remain distant, "professional" in Ann's own terms, although "not so professional that [she] was totally rude or anything with them." Thus she hoped to maintain good control of classroom behavior. It worked in as much as she never had any discipline problems with this class. However,

she was surprised by the comments these students made at the end of the semester when evaluating her teaching. They expressed some regret at her remaining so aloof: "We didn't really know you. We didn't really get to know you."

In one of her other classes, Ann recognized that she "had a very personal basis." It was a smaller class, only ten students, and it was easier for her to be closer to them without fear of losing control over the class. She "told them a lot of things" and enjoyed this closer and more spontaneous rapport.

At the end of the student teaching semester, Ann admitted that her attitude towards her relationship with her students was "one of the mistakes [she] made" and as a result of the experience gained while student teaching, it was "one of the things that was modified." "Now, no matter how big or small my classes are, I try very hard to talk about personal things, let them know that I understand. I talk about personal experiences when I was in school taking French or when I was in school and some problem happened."

Because Ann acquired a better knowledge of students and a better grasp of the kind of problems they have to face, she tried "very hard to make personal contact with them." She found the rewards worth her efforts since it meant better motivation and better results on the part of her students: "It works well. I get some of them more motivated in the class or behaviorally, they're a little bit better if they think I understand. They feel that I understand them, and I know where they're coming from."

She recognized that her attitude was the result of her own anxieties and insecurities about teaching: "Maybe it was because I was so scared, I was so afraid." However, Ann set some limits to how personal her relationship to her students should be: "I don't go so far as to joke around with them, or to start acting like one of them."

Ms. Anderson believed that Ann "came with the concept of being very close to her students" and pointed out that she willingly accepted to work with them on a one to one basis, doing after school tutoring. "She let them know that she was here after school, and she actually did this."

Teacher Control, Pupil Behavior

When Ann started student teaching, she "didn't expect any discipline problems," so when she encountered the reality of the classroom, she was surprised and it became an important issue for her. "To me that was the biggest thing, and it was a big deal at first because I didn't know how to handle it."

She expected to have "total control" over her students' behavior. She considered herself "in total control of the first class that [she] had." It is that very class in which the test results were the poorest. Even when she gave "the same test twice, they weren't doing any better."

She soon realized that such a high degree of control did not constitute the best learning environment. "I don't believe [Ann's emphasis] that there is

any way you can have total control and have a learning environment. It just proved itself wrong."

This led her to revise her approach to behavior control and she "ended up changing." Gradually, she relaxed the amount of control imposed on the class, "letting them talk more or ask questions or do different activities, moving around." As a consequence, Ann noticed improved results and was even asked to increase the tempo of her teaching. "I ended up giving them a little more leeway. They seemed to pick up things a little quicker after that. Actually, they ended up thinking that i was going too slow."

Thus Ann learned that "it's impossible to have total control." She learned to give less importance to the "little things." "When it came to the end of the semester those little things didn't mean anything. Discipline, well it ended up not being the big problem I thought it would be, that it had been at first anyway. Maybe it was just that I had to get adjusted."

Ms. Anderson believed that Ann handled controlling the students "very well." She recognized that Ann had

> a way with discipline. She never screamed or shouted or said 'Hush!' or 'Shut up!' in a negative way. She demanded respect and she demanded attention, but she did it in a very pleasant way. She always wore a smile. She worked with the students, and kind of fooled them into doing much more than they thought they were going to do.

Teacher/Parents Relationship

Ann "encouraged" parents to come and "sit down with their child in class." She believed that "they have the right to come in and see their

students" and she "welcomes them to come and see what [she] does." She liked them to know that "[her] door is open any day." However, she would not let them run her classroom for her. She admitted that they may contribute some input "maybe in school regulations and school rules, but there is a line to be drawn." For Ann, the teacher is in charge of her/his classroom.

Ms. Anderson stated that Ann "definitely enjoyed meeting the parents" and found it "pleasant and rewarding."

Children and Learning

Children Diversity

At the beginning of her student teaching experience, Ann could not perceive any diversity among her students: "everybody was the same for me at first." Then she perceived her students as being both unique and sharing common traits. "Everybody is unique from everybody else, but there are also some general things about students, just about their age or whatever."

She first noticed a "difference in their ability of learning." She grew increasingly aware that students learned at different rates: "how many of them picked up things the first time I said it, how many picked it up the second, or the fifth time I said it." This in turn created a serious problem for Ann. Her dilemma was finding a workable balance between individualizing her teaching and maintaining the control of her class. "It was very hard for me to get individualized teaching, it was very difficult, it still is kind of hard, because then you lose a lot of control."

She then devised a strategy which allowed her to respond to the students' diverse needs. She first called on the students who were "quick." They acted as models to students who learned more slowly. She then called on students "who maybe pick it up a little" less quickly, then "[ended] up getting to the slower ones." She assumed that "by the time it gets to them" they should be able to handle whatever difficulties the student contributions involved, or to overcome their anxieties or self consciousness, whatever the case may have been. "When I have a diversity in the level of learning, I don't just pick on one person, I try to bring it out in the group kind of way." However, she admitted still having "a little bit of a problem with that."

Curriculum

At the beginning of the student teaching semester, Ann was hoping to reach every student while teaching everything only once: "At first, I tried to make everybody learn the same thing in exactly the same way. That way, I thought maybe I'd only have to touch on each thing once." However, soon "things changed" as she realized that students are all different and "not everybody learns exactly the same thing. So you have to try to be kind of open, universal, yes, you have to be universal when you're teaching."

To illustrate this, Ann recalled "different conversations that sprung from one thing that we bring up" and cited the example of the one sentence on the board from which different students learned different things. Ann believed that teaching occurred, even though the students might not all equally learn the one

thing she had planned on teaching them: "whatever they can take from whatever I give them is good enough. If they can take something at all." The only time she admitted that her teaching might fail, that she might be "doing it wrong" was "if they [didn't] take anything at all" from whatever learning material she submitted to the class.

Pupil Behavior

She did not expect them to act in terms of some general categories, essentially basing her judgement on personal experience. "I've got friends who came from terrible backgrounds and who act the same as someone who came from a very stable background. And the same with myself, my own brothers and sisters, we are different, even we all come from the exact same background."

Another good reason for Ann not to assume anything about her students' behavior was that she knew nothing of their background in the first place. Once the teacher finds out these backgrounds they may be useful in understanding the students. But Ann strongly believed that "you have to be open first, till you get to know them."

Ann was convinced that students should be held accountable to the same standards of behavior since when the teacher meets them for the first time, he/she does not "know a whole lot about them, and treats them all generally the same." Ann did not accept that "bad home lives" for instance

"should be used as an excuse, as an escape, for them not to do things or for them to get away with things." She knew that it "doesn't help them out."

Resources

According to Ann, all schools should receive equal material resources. They should also all get the same amount and kind of support. She believed that students would then "be more successful . . . even be more motivated."

Culture Consciousness

Ann believed that although each individual's culture is very valuable, they have to live in a particular society, to which they must be well adapted in order to be successful within that society, and "school is one way for them to get to adapt to society." But ideally, for Ann, "whatever their society happens to be, whether it's black, or whether it's Indian or whatever, they can learn how to live and survive in their social culture, in their social world. And hopefully [school] will give them enough skills so that they can go on to other cultures."

Ann believed that one of the values of a curriculum including foreign languages lay in this role school could play in opening up the world of other cultures and societies to children: "That's the whole purpose of a foreign language." She also believed that a great diversity of cultural backgrounds among students, far from being an obstacle, was a source of enrichment, for "you learn about somebody else's culture. In those instances where people are from a variety of cultures, I think it's even better for the students."

In Ann's experience, the children's specific culture was reinforced not by the school, but by "extra curricular things." "There are a lot of black culture things done here. But those are people from the outside coming in, offering things to the students, and it is usually black, black history of this, or there is a brotherhood thing where blacks, mostly black social groups, come in and adopt the school, try to educate them on the black society."

As for "books and education" school provided them with "the same education as any other." In Ann's view, there is no significant difference between the education delivered by different schools. Even in magnet schools, "they all learn basically the same things" although they do get exposed to different types of cultures brought in by the variety of students. If there was a difference, Ann believed that it was due to the "different levels of students." In a magnet school "the students are on a higher level since they have to be accepted [into the school]" therefore Ann believed that there were less discipline problems, "much more pressure is put on [the students], from home, from school, and from everywhere else to learn" therefore "they're able to learn more."

Foreign Languages and Teaching Methods

Knowledge: Process - Product

Although Ann strongly believed that the process of learning is often more important than its product, she could not recall any specific examples in her own experience of teaching. However, she could relate it to the learning

experience in her last English class and to mathematics, and thus grasp the importance of process. "If you don't teach them how to get there, then they won't know how to get there. So it's more important I think, the process, the middle piece. [To] learn how to work through it. It has to be, you have to."

Ann could not explain the theory underlying her assertion, but she was convinced that "you have to emphasize the process because if you give someone just a question and they answer, they won't really learn anything. They just learn the answer."

Knowledge: Problematic - Certain

Ann believed that knowledge is not a given but "varies" with whomever considers or holds it. She asserted that since people are different and "come from so many different backgrounds" anything they "take in" will be related to previous knowledge and therefore "interpreted differently." "They use the new knowledge according to whatever they already know, so it always comes out different."

As an illustration of this belief, she gave an example: when she wrote a new French sentence on the board, one student thought that she was trying to teach a new subject, another student saw there a new verb, others yet saw a new color, adverb or adjective. She then realized that the same knowledge was "received differently" by everyone in the "whole entire class."

Ann admitted that she was educated to understand that knowledge is certain, "straightforward" that "it is there and you take it and that's it." In her

experience, such an education had regrettable consequences: "the problem it's caused with me in my life is that I never question anything, I don't have much of an opinion about anything." Yet Ann believed that "it's very important to have an opinion." Because she was not taught to develop this skill through her own education, Ann strongly believed that "it's important to question things, especially if you know better." She highly respected the critical skills of her own students. "Some of these kids come up with some things that are so intelligent, and they question something that you taught them. But it's good though because it also tests the teacher."

Ann did not feel threatened by her students' questions and strongly encouraged them. She was aware that "the ideal of it evolved." She reiterated the fact that she came to student teaching with no more preconceived ideas about that topic than about any other aspects of teaching. After her initial surprise at students questioning her teaching, she "started thinking: 'Yes! gee! they really have all the rights to ask: Why is it that way? Why can't it be this way?'" While student teaching, Ann's conviction grew that "it's important for people to know exactly why they're learning things, and what they're learning, to know about what they're learning."

Learning: Integrated - Fragmented

Ann encouraged her students to "put together all the things they've learned." She believed that learning should not be fragmented and subjects and skills should be integrated.

Learning: Social - Individual

After gaining some experience in student teaching, Ann believed that some children learn better individually, others learn better in groups. She gave as an example this young student who "couldn't do the group work or anything like that, but when by himself [on a one on one basis with the teacher], the pressure was off to perform in front of other people and he did much better." However, she also noticed that "the majority of the students work better in groups." In any case, she encouraged interaction between students as long as "it is constructive."

Additional Resources - Reliance on Text

When Ann started teaching "there were no textbook available" for a first level. As for the second level, she deemed the textbook inadequate: "I knew they weren't for me to do anything out of there." So she decided to "[bring] in extra things" as long as she did not have a textbook to use. They studied topics such as months, seasons, and time. When the textbooks came in and she started using them, she "kind of went along with it." She did not want to repeat what had already been covered, yet did not want to "skip around" either. She opted for "[skipping] over" what she had already presented to the students, to "go to the next," working with the textbook only. She perceived her approach as being "structured" and helpful to the students. "I found that it was a very controlling way to teach. At least, if somebody missed a day, they knew what they could make up."

Thus "every grammar aspect and things like that were from the textbook, in sequential order of the textbook." It was not until the end of the semester, when Ann analyzed the returns on her students' evaluations of her teaching that she became aware of the problems which limiting her teaching to the textbook might have caused. "By the end of the semester, I got some of my comments back, and students were telling me maybe I should try other things, you know, bring in some extra, more things than just the textbook."

After this experience, Ann concluded that her teaching should not be limited to the textbook: "Now I don't go by the textbook." Moreover, she realizes that not all textbooks are reliable guides since "their sequences are not logical" in as much as "one chapter will teach time and the next chapter they'll just change to -er verbs or something, abruptly, with nothing bringing them together."

She recognized that the more or less faithful use of the textbook depends on each teacher's personal style. However, she expressed a preference for a consistent use of additional resources, and tried to bring to her instruction cohesion and coherence. She admitted that one of her greatest difficulties was "trying to make everything go together, flow into the next activity" and she regretted not having been prepared adequately to handle this aspect of her teaching French, although it is highly recommended by the theories of foreign language teaching and by the most widely recognized foreign language teaching approaches. "It's a big problem that I have because

we didn't learn that, we just learned how to teach different little things. But nobody taught us how to put them together. So I'm trying to do that now. It's hard though. It's really difficult for me to try to find things to put them together."

Influences

Student Teaching

For Ann, student teaching proved to be "the best thing that [she] did throughout college." She strongly believed that courses, "sitting in the classroom," were totally insufficient to prepare anyone for teaching, and that future teachers had to "go out and learn in real life." To her, it was "the best kind of learning." It also allowed her to share ideas and experiences about teaching with other student teachers. She was convinced that student teaching was the one step in teacher training which allowed potential teachers to determine whether this was really the profession to which they wanted to commit themselves. "Some student teachers decided not to teach, that it was wrong for them, and student teaching showed them that, and student teaching showed me that it was what I wanted to do, that's what I wanted to do, I could do it. It proved that I could do it. I couldn't have done anything better than that I don't think!"

Ms. Anderson was certain that student teaching was "very beneficial" to Ann. It allowed her to see that there is a big difference between what is learned in a method class and "actually going into the classroom and dealing with real live students, a mixture of students, and working with a person who

has had hands-on experience, who knows something about adolescent psychology."

School Administration

Ann perceived some school regulations as limiting and constraining. The restrictions on moving desks, group work, oral activities, hanging things on the walls, and lack of overhead projector were just as many "things [she] had to comply to that [she] didn't like." The approach Ann used to face these problems was characteristic of the way she handled conflicts between class and school constraints and her own beliefs about teaching and teaching French: "I just found something else to get around. I just tried to move around it, but stayed in the limits." For instance, Ann believed that "it's extremely important for them to do group work" so she limited her groups to two or three and called it "partner work." They could work like this without moving desks around. Even so, she felt limited and wished she could have done it more often: "I didn't do enough then, but I think it's because I couldn't." She also felt very restrained by the size of the classroom in which she taught: "there was not enough room to do anything." She could not lay out the classroom the way she would have preferred and arrange her desks to face the way she would have liked to, "facing each other." She would have liked to get her groups together and have enough room for them to "move away from everybody else." She remarked that her students commented about how much they liked group work, and that they wished they could do more "but they also understood." For Ann, it was

the most serious limitation to the way she would have liked to teach French. "Because I love group work, and they [the students] love [Ann's emphasis] group work. I mean they really work. It surprises me sometimes how much they really, really work, but they do. And I didn't do enough of it."

Other expectations from the school administration were perceived by Ann as a positive factor. She summed them up in a few words: "They expected professionalism. It was very good." Not only was Ann expected to behave like the other teachers in her school, but the school administration also treated her "professionally, like the other teachers." She was expected to attend faculty meetings and to dress "appropriately." Ann appreciated being "treated as a professional" because it gave her "an idea of what it was going to be like to be a teacher."

Ann believed that her experience with the school administration "prepared [her]" and gave her a model for what a teacher is, even if her next schools "expect less from their teachers." "That's how I'm going to be [a teacher]. That's how I have it in my mind to be."

Ms. Anderson believed that the school, its principal, "a very dynamic and unique person," and its rules and regulations "had some bearing on how well [Ann] performed in the classroom. She knew she had to have discipline, she knew she had to be a very dynamic and unique person and she knew she had to meet certain standards and qualifications as a teacher."

Supervising Teacher

Ann grew to deeply respect her supervising teacher, Ms. Anderson, and as a consequence she was greatly influenced by her in several domains. One was her relationship with other teachers regarding students. Ann perceived that Ms. Anderson "enjoyed her teaching experience" and from her, she learned to be very "positive all the time" and not "to complain about anything" with other teachers. "I remember her telling me: 'Don't get with those other teachers and start gossiping about students. Don't get yourself into that rut!'"

Any time Ann found herself in a situation where teachers "started talking about the students or complaining about the administration or whatever" she followed her supervising teacher's model. "I'd close out to the conversation just like she [Ms. Anderson] told me to do. I'd leave the room or whatever. I try not to be that way because that's the thing that she taught me about." Ann believed that it was "a professional level thing that [Ms. Anderson] taught [her] about."

One other important lesson Ann believed she learned from her supervising teacher was about "controlling and behavior." Ms. Anderson shared her own personal experiences as well as those of her previous student teachers who "got themselves into a rut because they were trying to be so controlling." "She taught me about things that would work and wouldn't, work about what I needed to do . . . to approach a student. She just taught me that . . . not everything is such a big picky thing. You have to sort [things] in order of

importance." Ann admired her supervising teacher's patience and self control, and the kind of relationship she maintained with her students, close yet respectful. "She basically taught me patience. . . . She just taught me to take it easy with the students, not to be so hard on the students. It worked out fine to just be laid back a little bit, to joke around a little bit but she also taught me not to carry the jokes too far, but to bring them back in."

Ann believed that she had learned a great deal from her supervising teacher, even if she did not recall exactly everything, nor precisely how or when she had learned them. "She just taught me a lot of little detail things and I don't even know, remember if she taught me them personally or if I saw her doing them."

However, she was convinced of the magnitude of Ms. Anderson's influence on her training as a teacher. She developed a deep respect for her as a professional and as a person. Ann believed she had learned so much "because [Ms. Anderson] is excellent! I'm telling you, she's an excellent woman! . . . She was good, though. I had a good time with her, a good experience. . . . I made a good friend with her!"

Ms. Anderson considered that Ann had "a very positive attitude, and was open to suggestions and to criticism." She displayed this ability while working with students also, and "once she actually started working with the students she began to become much more flexible and to plan according to the needs of the individual students."

Ann did not feel any constraints from her supervising teacher, Ms. Anderson. The only decision imposed on her was which classes she was to start teaching, and when. Ann did not mind that the choice be made for her. In fact, she admitted that it was a definite advantage after hearing about other student teachers having "tons of problems" as a consequence of the choices they made. As for teaching, Ann's supervising teacher "just let [her] do what [she] wanted. As far as what I taught, she let me do whatever I wanted." Ann found her "very supportive all the time, very positive all the time." She was aware of Ms. Anderson's expectations of her and found them realistic and helpful. "She wanted me to at least try. She didn't expect me to be perfect, she expected me to teach. I don't ever feel that I was over-expected from her. She didn't expect anything like perfection, like absolute perfection."

As reported above, before she started student teaching, Ann had some serious misgivings about the school and the supervising teacher to whom she had been assigned. However, she and Ms. Anderson quickly developed a strong relationship based on mutual trust and respect. "She accepted what I did as my best. She would steer me in the right direction, maybe suggest things. She let me know from the beginning, exactly [what she expected from me]."

Ms. Anderson asked Ann to write out lesson plans every week and to turn them in early enough for her to read them. She would then make some

suggestions on occasion, and tell Ann "if [she] didn't have enough. But [she] usually had too much."

College Coordinator

Ann believed that while Ms. Anderson "taught [her] things about discipline," her college coordinator "taught [her] a lot of ideas . . . bringing personal experiences which were different from Ms. Anderson's experiences" because they were "different people" with "different approaches."

Another area of influence acknowledged by Ann was in the approach with students. "[Her] patience or [her] kindness. [She]'s so [Ann's emphasis] warm. I just felt calm around [her], and so I always tried to be very calm with my students. I just remember that from our meetings with [her], she was always so calm. I feel that [she] can be tough, in a very kind way. [She] can get her point across. So I try to do that."

The differences Ann observed between her supervising teacher's and her university supervisor's styles led her to analyze her own approach and to make some personal decisions. After contrasting them she reconciled them in a synthesis of her own: "Ms. Anderson, she's very loud, she's very direct. She means business, but she also cares a lot. I got that from her, that there are times to be loud, and there are times not to be loud. But I got from [my university supervisor] that there is a way to control those things without being so loud. Both of them together make a good approach."

Ann did not feel pressured by her university supervisor. Indeed, she considered that she gave the student teachers "a lot of freedom to do whatever [they] wanted." "[She] did not tell us exactly what we had to do, exactly [Ann's emphasis] how we had to do it."

Ann believed that her university supervisor "gave [the student teachers] a lot of ideas" and that she "expected the best from [them]" while remaining "also very, very liberal." She cited as an example "the times when [she] asked [them] to do things, and it was just not possible to do it." Ann then appreciated her support and her "very, very kind and considerate" response to the student teachers' needs: "Well, it's OK. We'll work it out so that you can do it." Ann enjoyed not feeling pressured and the fact that the work which was asked of her was not only "something that [they] could do" but also "ended up being something that [she] would have to do, [which] was necessary to do" and which she realized she "ended up being able to do." Ann was more than comfortable with her university supervisor's approach. "It made everything smooth, because I never felt highly pressured, highly stressed out from all the things that I had to do. And I never felt that I was expected to do something that I couldn't do."

Other Teachers

Ann acknowledged that teachers she observed in other classes and other schools had some influence in her growth as a teacher. She "got a couple of ideas" from them "just for teaching methods." Most were positive models, eliciting such comments as "she's good. . . . I liked her a lot."

Others were less pleasant, "not a very good experience," yet proved to be great learning opportunities. One such teacher in particular made a very strong impression on Ann. She had heard about this teacher as being "excellent" and thus was all the more shocked by her own observations. "That wasn't a good class I observed. She was very snotty sounding. She was very naggy, and she was just 'Oh!' just sick to death of the students, and she showed that she had a grudge against them." Ann did not like the type of relationship which had been established between that teacher and her students. She saw no mutual respect nor liking. "She didn't have one of them, it didn't seem like, none of them respected her, or even liked her . . . . I could see them cussing her under their breath, calling her all kinds of names." Ann did not believe any learning could take place under such conditions, and that it "[came] down to the students being turned off." She learned there that it was definitely not the way she wanted to teach, nor the kind of teacher she wanted to be. "She showed me that I just can't do it that way . . . and I don't want this kind of relationship with my students. . . . I just couldn't, it would be miserable for me that way." Ann summed up this experience--rich in learning for her--in a few words: "[Her class] was the pits! The poor kids! I felt so sorry for them!"

University Courses

Ann believed that the only university course from which she actually learned something about teaching was her methods class. She found useful the experience the students gained teaching the class mini-lessons. However,

"all [she] learned from that were some ideas" and she "did not know if they would work." She realized that she had acquired some knowledge, but not as a teacher if it were not for student teaching. "I learned some different things that I may be able to use when I teach those lessons, but basically, that was the only thing I got out of that whole entire five years, besides student teaching . . . as far as a teacher."

Other Student Teachers

Ann was very emphatic about how much she learned from the other student teachers, especially two of them. She recognized that they gave her support, motivation, and "always kept [her] on track, kept [her] trying." She also found very useful sharing teaching experiences with them, "things they used that worked, ideas that worked." She admired them for being "very, very creative, very organized, very bright, very, very serious" and for "[having their] whole life together." She also believed that she benefitted from sharing personal experiences with them for "it made [her] feel that she was not by herself." With other student teachers, in foreign languages or any other subject area, Ann tried to absorb as much knowledge as she could. "I try to pull things from everybody I know. I just take things in, I just take knowledge in, wherever I find it, from people."

Ann enjoyed the small group meetings with the other foreign language student teachers, because she "liked to learn what other people [were] doing."

She believed that "it made [her] appreciate what [she] had." It also helped her realize that "all of [them] had the exact same problems with students."

Student Teaching

Length of Student Teaching

Ann would have liked her student teaching experience to last "a little longer." "I wish that I had had more time to have had all the classes all day long, because that was the only actual time that I got to see the different classes."

This experience of conducting several classes on different levels of learning, even if they were on the same grade level, was what Ann found most difficult, and where she saw her greatest need for experience. "You have six classes and not even two are on the same level, not even on the same page if you're going by the book. I didn't realize that was going to happen. So what I did when I got all the classes, I worked really hard to pull them all together, and as soon as I had them all together, I lost them."

Ann was still struggling with the difficulty of similar grades on different levels, in her teaching, and in her record keeping. "I never was able to deal with it that way, try to do different levels. I didn't adjust to that at all."

For that reason she wished that "[she] had had longer at teaching all the classes so [she] could at least maybe have gotten the idea that [she] wasn't going to do it, get them all together on the same level."

Contrary to Ann, Ms. Anderson believed that "one semester is plenty enough time" for student teaching. It gives the student teachers time "to actually get the feel of the classroom and get the feel of the profession." She thought that after a semester of field experience "they're ready."

The Most Important Thing out of the Student Teaching Experience

For Ann her most important experience while student teaching brought her close to defining for herself what teaching is about.

> He [a student] was gone, before I got there, he was gone. He didn't like the class, he didn't want to take the class, he was failing the class. I took care of him by myself. I just brought him. I got him to care. I never knew I could be just so caring, enough to do it. I mean I was just a student teacher. I didn't have to stay there [after school hours]. And I did it. I didn't do it because I felt sorry for him. I did it because I wanted him to understand. It was just killing me that he didn't understand, and that was important. It was great, it was a miracle, a miracle worker. He came to class after that, he was very attentive, he participated well, he tried. I could see that when I quizzed the class they would forget a point, and he would remember it from those times we stayed at school. And I'd just be, I mean the class was like: "Gosh! He remembered!" The class was surprised because they knew how poorly he was doing in there, and it was great. One of the main things that could happen to me too. I tell you what a great experience it was!

Ann believed that it is important for a teacher to care whether students learn or not, and to give them the best chance at learning which they can have. "I think that's important for a teacher. I mean if a teacher doesn't care if somebody learns or not it's kind of a problem."

Participant B - Beth

Background

Beth came to her field experience semester with a non-traditional background. She was born in North Africa, in a country which at that time was still a French colony, 48 years ago. She attended high school in a small town located in the Northern United States, and graduated in 1960. She stated that French was "her family language." However, she personally did not have the fluency of a native person in that language. She had been married and had five adult children, but was single when she entered the student teaching program. She was not employed while attending college or during her field experience, nor was she taking any courses at the university. However, she was president of the university's French club.

Her short-term goals were to graduate from the university in December, "with honors," then to continue on to a Master in Education. Next she was hoping to teach English in a French speaking country for a time, then to eventually return to the United States to teach French to middle school children in the Southern state where her university was located.

Beth entered the teaching profession because she wanted "to contribute to improving society" and because she believed that "education is where [her] talents lie." Furthermore, she chose French as a major because she believed that "a foreign language is a good vehicle for developing in children an

appreciation for the differences in people as well as the similarities, and because French is [her] family's language." Finally, she believed that she was "emotionally suited for teaching" since she had raised five children, thus developing "patience and a keen intuitive sense, which would seem to be assets in [her] chosen profession." Beth declared that she was certain about her choice of profession. Having been out of school for twenty six years before attending college, she felt that she "had plenty of time to decide what field [she] wanted to enter." Besides, she had always been convinced that teaching was "the most important profession in society" and she was confident that she was ready "to accept its challenges." In addition, she thoroughly enjoyed her experience with teaching in her methods classes, both in English and in Foreign Languages. "The experience of teaching both a French and an English class was such a thrill, I know I must teach."

Beth visited France on two occasions. She spent six weeks in Angers on a CODOFIL (Council for the Development of French in Louisiana) scholarship, then returned there with a Summer program offered by her university. While in France, she was able to spend time "in Paris and in the provinces with cousins who gave [her] a taste of French family life." She hoped to return to France for at least one semester before beginning her teaching career.

Beth came to her student teaching semester feeling quite confident that she would be an "effective teacher" because of what she called her "love of learning." She talked about her enthusiasm and believed that it "[could] not help but rub off on [her] students." She stated that her Foreign Language methodology class had convinced her of "the importance of having activities reflect the students' knowledge and the world." She was eager to start teaching and "finding each student's interests and using those interests to teach [her] subject - French." However, Beth's confidence was not unmitigated. She did express some anxiety and doubts about sharing her enthusiasm. "I think teaching would be easier if I were more outgoing. I tend to be introverted and must work to try to be more of an extrovert." She trusted that she would be more comfortable after the first encounter with her students. Furthermore, she believed that it depended on her ability to "make the effort to make the first move rather than wait for others to initiate contact." Another source of anxiety was her lack of fluency in French. She felt "apprehensive about not having spoken more French before having to teach it." Her experiences with methods classes, both in English and in Foreign Languages were very positive. She believed them to be "extremely valuable in preparing [her] for the experience [of teaching]."

Beth was pleased with the assignment she was given for her student teaching semester: "I felt extremely satisfied with my placement." Unlike the

other participants, she had asked the university that she be assigned to this school and to this supervising teacher for her preservice field experience in foreign language teaching: "I had asked Dr. Brown to give me B High because the school was nearest my home, and I had received glowing reports about Ms. Blackwell from her previous student teacher." She believed that the situation in the school to which she had been assigned did "not really" enable her to develop as she had hoped, but she added "I was mainly interested in just getting my feet wet." Therefore, she did not wish for a different school setting or a different supervising teacher.

> It wasn't all that important with the school as I felt the teacher/ administration relationship was not very good, but I gained insight as to what I felt was important in a school. As for a supervising teacher, Ms. Blackwell was great. She was patient, supportive, conscientious, and dedicated.

Beth could see herself teaching in settings other than the urban school in which she was assigned for student teaching, be it a big inner city school a rural school, or a private school.

Teacher Role

Teacher Image

Beth believed that "teaching is the most important profession in society." She considered "patience," a "love of learning," "enthusiasm," and "a keen intuitive sense" a teacher's best assets. In her comments on the videotape of

one of the foreign language classes she taught, she added that she viewed "to listen to and care about kids--all kids" one of a teacher's "greatest assets."

Beth's supervising teacher, Ms. Blackwell, had a different perception of Beth's perspectives on what the teaching profession entailed: "What little I did gather was that she had done 8 to 5 manual labor type work, and that was somewhat of her formed attitude as she came to this [student teaching]." According to Ms. Blackwell, Beth never did perceive herself as a teacher. She found it difficult to establish a cooperating relationship with Beth who, according to her supervising teacher, never did assume the role of the teacher: "That was more like boss and worker situation rather than a feeling that she was becoming my associate or colleague in any way. I don't think she ever felt that way." In response to this remark, Beth indicated that she perceived her relationship with Ms. Blackwell differently: "I thought of her as a teacher, not a boss or associate."

What to Teach and How

Beth believed that "the contribution a teacher makes to what to teach varies according to school districts." When asked more specifically who should make decisions about what to teach, she added "school districts and administrations," whereas she believed that only "the teacher must decide how to teach." She explained: "how to teach should be exclusively the concern of

the teacher who must choose methods which are compatible with students' diversity as well as with her/his personality."

According to Ms. Blackwell, at least as long as she was a student teacher at B High, Beth did not show any desire to contribute to either what or how to teach: "She wanted a book to give her word for word what she should say, and when that didn't work, she would rely on whatever extra things I wanted to bring to the classroom." She would then "reproduce it as closely as she could." Ms. Blackwell added: "She just kind of robotically did whatever I told her to do." It would work on a short range basis, then she would forget and go back to the textbook. Ms. Blackwell was "about convinced she [Beth] will be the type of teacher that takes whatever book is presented to her and work from it. And that'll pretty much be it. . . . If she teaches, it will be strictly, strictly out of a textbook." During the student teaching semester, she reported that Beth

> never got a feel for planning out things . . . even the weekly planning out of lessons. She never really got into that. . . . She got to where she could make it through the day in front of the classroom, but always fell back upon me to do the preparation, for where we would go next.

Beth believed that she did not depart from the book, or did any planning on her own, because she "wasn't given the opportunity. She [Ms. Blackwell] made all the plans to follow the book because the tests were from the book. She said I would throw her off schedule if I didn't use it [the book]."

Another time, Ms. Blackwell recognized: "She [Beth] did learn techniques. I mean she knows how to lay out a lesson plan." Yet she still had reservations: "There again, I don't know how much distance she can put between herself and the model." Ms. Blackwell "out of necessity [so that what was needed to teach the class would be ready], had the lessons prepared for her to follow." But at no time during student teaching, did she see Beth "progress on to that next plane of preparing for herself." Beth believed that she "wasn't given the opportunity."

School Rules and Regulations

Talking about school organizational rules and regulations, Beth declared: "I obey them the best I can. I don't think I am experienced enough to invent alternatives." She believed that school rules and regulations should be "followed," not interpreted. However, she added: "Again, i may change my mind as i gain experience." Another reason why Beth considered that school regulations were important, is that she believed that "Chaos is not a conducive atmosphere to learning." On the other hand, Beth maintained that "the teacher must have the backing of the administration to successfully carry out school regulations."

Ms. Blackwell saw the school regulations as "the only thing that [she remembered] was ever imposed on her [Beth]." As an example, she described the time when Beth "showed up here one day in a sweater down to her hips

and stockings. And that's all she had on. And the students are not allowed to wear that." When Ms. Blackwell "made her go home and change," telling her that "[if she] didn't, the principal would. . . . She gave [her] no argument whatsoever. The moment [Ms. Blackwell] said the kids can't wear that, she just went straight, took care of it and came back. It was never mentioned again." Beth had a different perception of this particular event, besides the fact that the "stockings" were "sweater pants." Beth declared that she had decided to wear such an outfit, because she "had seen other teachers wearing them." And she recalled discussing this incident again with Ms. Blackwell "when [they] saw other teachers in the lounge wearing sweater pants." Ms. Blackwell assured that she "had given her [Beth] the materials [school regulations] to look over, and explained to her this was where the dress code is described, but somehow she did not pick up on that."

Teacher/Pupils Relationship

Beth declared that she liked to work "closely and in a personal way" with her students. After completion of her student teaching semester, she explained that her preferred approach to teaching is to make "it a point to learn about their [the students'] interests and family life, and incorporate the information into [her] lesson plans": "I find that students are much more receptive when they know I care about them as individuals." She recognized that she liked to give individual attention to the students in her classrooms: "I learn names very fast

as a means of control, but it also shows the kids that I see them as individuals. I give them opportunities to act responsibly and to show me they are trustworthy." In addition, she described relating to her pupils in those terms: "I also get close to my pupils: I touch them. I try to respond to their needs and take them seriously. I accept them, so they accept and trust me. I make mistakes and get conned occasionally, but for the most part, my methods seem to work." Beth drew some conclusions from the evaluations the students made of her teaching at the end of the semester. As a teacher,

> according to the evaluations, my strongest areas were: "Treats all students fairly; Gives me fair grades; Wants me to say what I think; Gives individual help when necessary; Restrains her emotions; Tries to understand me and other students." My weakest area was: "Knows my interests."

In the area of teaching methods,

> I received consistently high marks on: "Gives tests that enable me to show what I have learned; Uses enough records, tapes, films, and filmstrips; Reviews material before tests; Presents units which are well planned and organized." But I needed to improve on: "Tells the class why we are going to study certain subject areas; and: Lectures in an interesting and easy-to-understand manner."

According to her supervising teacher, Beth "kept a distance" from her students. Ms. Blackwell declared on several occasions and under different forms: "There was none of her personality put into the teaching," and "Beth never put too much of herself into it." Beth explained on several occasions that this was due to her lack of confidence which she felt that she never did overcome at any time during her student teaching semester. Ms. Blackwell

reported that "once the semester was over, the comments the kids made to me after she [Beth] had left . . . how they never felt like this lady explained things or helped them, or understood what their problems were."

Teacher Control, Pupil Behavior

Beth never complained about class control or showed any serious concern about it. She declared in her interviews that she wished to have "as little [control over her students] as possible. I want to encourage them to take responsibility for themselves." She added: "I insist that noise be kept down to a level that won't disturb other classes, and that students keep hands and feet off each other. Other than that, it depends on the activity what behavior is acceptable." In her journal, Beth mentioned classroom control on four brief occasions, each in a successful context. At the beginning of the semester, Beth described what she called "So far the most effective method of keeping order in the classroom." It was "the point system" which she described in those words: "When students misbehave, points are deducted from their work. A good beginning of the year discipline guide to lay on the students is: 'Name on board = warning; name + v = 5 points off; name + vv = referral letter to parents; name + vvv = referral to Mr. Peterson,' or whoever is in charge of school discipline." However, notwithstanding her lack of confidence, Beth preferred to talk directly to the parents: "I would call rather than write a letter." Two weeks later, Beth wrote in her journal: "I was pleased with myself for the

way I handled the talkers this period. Calling on them to say a line of dialogue or answer a question in the activity refocused their attention without a fuss." A week later, her journal entry read: "Amazing how effective merely repositioning students can be in attaining order and attention in the classroom." The fourth entry, mid-October, was a comment on a workshop on discipline which the student teachers had attended. Beth wrote: "Dr. Benson is an exciting speaker. I will use his characteristics to model, and suggestions for obtaining and keeping order in the classroom." Beth did not believe that she possessed the skills to act the way she wanted to as a teacher in as much as her university courses did not prepare her to handle discipline: "Actually, class management skills come with experience, but I don't think my education prepared me well at all in that respect."

Here again, Ms. Blackwell's interviews did not support Beth's perception of her perspectives on discipline in foreign language teaching classes. Ms. Blackwell believed that Beth's keeping a distance from her students did not help with class control. She declared:

> I found a big, big problem that she has, is she would not make eye contact with the students. And that's one of my strongest discipline techniques. . . . And she never [Ms. Blackwell's emphasis] learned to use that. . . . And she never, ever understood that. . . . She never got to where she would make strong eye contact. And that's a real weakness when you're teaching, you don't turn your back on these kids. Not anything disastrous, but if you want to keep them on task, it's that you're constantly aware of them.

Teacher/Parents Relationship

Beth not only believed that parents should have access to the classroom, but also that "they should be encouraged to sit in and observe." She also accepted that "they should have input in how to run the school," specifically "concerning dress codes, candy at school, and things of that nature."

Ms. Blackwell had no comments on Beth's perspectives on her relationship with parents of students attending her foreign language classes. Beth as a student teacher simply did not have opportunities for contacts with parents. However, in a comment on reading her profile, Beth mentioned that she preferred to call parents rather than write a letter to them, as recommended by the school guidelines, when she needed to contact them concerning their child's behavior.

Children and Learning

Children Diversity

Beth's stated response to students' diversity was to "encourage cooperative learning to bring out individual strong points." She pointed out that she viewed students as "unique," and she did not expect them to act in terms of some general categories. Beth declared that she saw one way to handle diversity and avoid inequities: "I think a cooperative learning environment rather than a competitive one would help. I would eliminate norm-referenced tests and concentrate on teaching problem-solving in a holistic program."

Curriculum

Beth declared that she did not think that pupils should necessarily be exposed to the same curriculum. In fact, she believed that "there should be more magnet schools."

Pupil Behavior

Beth believed that all students should be held to the same standards of behavior, quoting: "Do unto others as you would have them do unto you." Beth expressed a preference for a high level of teacher control over students' behavior in the foreign language classroom. The second week into her student teaching semester, she recorded in her journal a very precise "point system" which she deemed "so far the most effective method of keeping order in the classroom." Later, she revised her position and stated that "this is no longer the case." "Keeping order in the classroom" was mentioned on other occasions, but discipline was never a source of great concern for Beth: "Ms. Blackwell kept order and attention in the classroom. She always jumped in immediately." Beth perceived herself as accepting a wide range of behavioral responses from her students: "I am accepting of most behavior which doesn't infringe on the learning and safety of others. I tell the student what the consequences will be if she/he continues misbehaving and why it is unacceptable."

Beth's supervising teacher pointed out what she believed was a weakness in Beth's handling of the discipline. Ms. Blackwell perceived it as being strongly related to her relationship with her students, and it was already mentioned above: "I found a big, big problem that she has, is she would not make eye contact with the students. And that's one of my strongest discipline techniques. . . . And that's a real weakness when you're teaching, you don't turn your back on these kids." After completion of her student teaching semester, Beth declared: "I have since learned the power of eye contact and use it successfully."

Resources

Beth did not believe that resources of time, materials, etc. should be equally allocated among pupils: "More resources should be devoted to children who have less parental guidance and resources at home."

Culture Consciousness

Beth did not believe that the aim of schooling should be to socialize students to a common culture. She explained that "the aim of schooling should be to nurture a sense of responsibility in students, and to offer them the means by which they can best discover and refine their talents. There should also be heavier emphasis on service to the community. It builds their self-esteem and aids the community."

Foreign Languages and Teaching Methods

Knowledge: Personal - Public

Beth believed that "knowledge cannot exist independently of the pupils who have it, because associations and experiences which are unique to the individual are involved." She was convinced that knowledge is influenced by the personal meanings of learners. She did not view knowledge as existing independently of the learners. She added: "Knowledge, being influenced by association and personal experience, is perceived differently by individuals. It is not a concrete commodity which can be changed."

Knowledge: Process - Product

Beth's stated objective was to emphasize the process of learning and discovery as well as the learning product in the foreign language class. She believed that "the process" by which pupils reached an answer was more important than the answer itself:

> If one does a lengthy math problem and completes each step only to make a small numerical error which results in an incorrect answer, that answer should not detract from the fact that the process was workable. If one learns the process, the 'correct' response is secondary. . . . in foreign language, the object is to make oneself understood.

Knowledge: Problematic - Certain

Beth expressed position was to view knowledge as open to questioning rather than as uncritically accepted by pupils.

Learning: Integrated - Fragmented

According to Beth's expressed views, the various school subject contents shouid be "integrated." She explained: "Life is not separate isoiated components, but relationships." However, she believed that skills should be "fragmented" into small units or behaviors, with what is taught earlier leading to success in learning what is taught later.

Learning: Social - Individual

Beth stated that "There are exceptions, naturaliy, but I find most pupiis learn more readily when working together. She wished to encourage interaction between students because "success in life is success in interactions." In her journal, she indicated that she enjoyed to observe a class where students worked in groups, and making her own students work in group. She wrote: "The group work using French comic strips looked like an entertaining activity." A later entry read: "I am anxious to do more paired activities. I think students get so much more out of those activities than when I'm just telling them something."

Teacher Control - Pupils Input

Beth declared: "I prefer to place relatively few constraints which would control the learning of my pupils, because they learn by different means, and have different interests." In another interview, she confirmed that she preferred not to maintain a high degree of control over what pupils learn in the foreign

language classroom. However, when commenting on a videotape of her foreign language teaching, Beth expressed a preference for more control: "Organization is the key. I think a structured lesson plan and a structured classroom environment are the heart of good teaching." Later, Beth reflected on this statement, and declared : "I don't believe I said that. What I meant was: a great teacher has goals and objectives in mind at all times, and the flexibility to try something else if the planned activity is not working."

Additional Resources - Reliance on Text

Beth expressed admiration for innovative teaching approaches. Specifically, she wrote in her journal: "Music can be a tremendously versatile tool for teaching French," although she adds "But only if it turns kids on," which according to Beth depends on the teacher's approach. Another teacher for whom Beth expressed admiration

> was a joy to observe. She led her French I class through learning subjective pronouns and conjugating 'aller' using TPR [Total Physical Response] followed by worksheets for application. It was amazing how fast the students caught on. . . . TPR and the teacher's outstanding organization and choice of activities made the classes exciting to behold.

Beth also expressed interest in group work using resources other than the textbook, such as comic strips, and noted that "they looked like an entertaining activity." Midway in the student teaching semester, Beth wrote: "I am anxious to do more paired activities. I think students get so much more out of those activities than when I'm just telling them something." In the end of the

semester evaluation of her teaching, Beth's students wished that she would "use a variety of books and materials." Beth's did not believe that this was an accurate assessment because "although I used material from a variety of books, it was transferred to transparencies and worksheets before students used it."

Beth's supervising teacher described a different experience of Beth's use of the textbook. She declared on several occasions that Beth "wanted a book to give her word for word what she would say, and when that didn't work, she would rely on whatever extra things [Ms. Blackwell] wanted to bring to the classroom. . . . She never brought on her own anything." Beth disagreed with Ms. Blackwell on that point. She declared: "I made up new TPR activities every day. I introduced TPR to the class. I made up games--number games, word games, clothing name activities, prepositions activities (games), activities to be used with songs."

Ms. Blackwell insisted on other occasions: "Go back to the textbook, was basically what she [Beth] was doing." Ms. Blackwell deplored the fact that Beth "did not progress to that next plane of preparing for herself. And i am about convinced she will be the type of teacher that takes whatever book is presented to her and works from it. And that'll pretty much be it." Ms. Blackwell saw several reasons why Beth had difficulty getting some distance from the textbook. According to her, Beth was not willing to invest the time and

effort using additional resources required: "It would have required some of her own personal time to do it. And I don't believe she was willing to do that." Ms. Blackwell believed that Beth chose what "was easier for her to do." However, Beth felt that she did not distance herself from the book "because she [Ms. Blackwell] wouldn't let me." Beth also disagreed on the amount of time she spent on preparing for her classes: "I spent two hours every weekday and a half day on Sunday."

On the other hand, since Ms. Blackwell perceived that Beth "was not a confident person," she was concerned that "it may just be in my shadow, she didn't feel free to suggest things" with which Beth agreed. Ms. Blackwell saw Beth's personality as also playing a role in her actually showing a predilection to work with the book in her foreign language classes. "I still feel that it is personality. And I found a lot of Beth's problems was that she did not have that spark of enthusiasm. That was never there for her." In addition, Beth's supervising teacher considered that "maybe it was just that she had not internalized the theory that had been presented to her."

Influences

Student Teaching

Beth declared that she "felt very good about" working full time in a school as a student teacher, because she "had an excellent supervising teacher." She also recognized that she "learned that there are as many

teaching styles as there are teachers, and different methods work with different classes." She added: "I quickly learned to appreciate the need for organization and for knowing names as the key to classroom management." Student teaching helped her revise some of her perspectives on foreign language teaching:

> I was surprised at how specific one must be when giving directions. Also I hadn't realized how creative one must be to grab and hold students' attention. My expectations for every pupil's success changed the most. I'll never forget grading my first batch of tests. We had presented the material over and over in a variety of ways, and still many students failed miserably. It seemed as if something would have sunk in.

School Administration

Beth did not see that the school administration had any influence on her development as a foreign language teacher during her student teaching semester: "Not at all. We had no contact except to say hello."

Beth perceived some constraints from the administration of the school where she was student teaching. She reported several occurrences throughout the semester. She found the intercom system one of the most disruptive and interfering aspects of the administration, albeit not the only one. In mid-september, she wrote in her journal: "It is impossible to build a momentum in capturing students' attention because of the constant interruptions from the intercom and kids popping into the room trying to sell something." A week later, in another journal entry, she complained about another interruption: "7th period - We were interrupted twice by balloon deliveries. How can

administration take education so lightly?" She also believed that the way the school day had been scheduled by the administration put serious constraints on a teacher's work: "Teaching 1st period can be a real downer if I'm not careful. There must be something I can do to wake those kids up and stir their interest and imagination. . . . Whoever came up with the bright idea that teenagers should start school at 7:28 a.m. should be hung by his/her heels next to a blaring jambox for all eternity."

Supervising Teacher

Beth perceived her supervising teacher's expectations as "reasonable," and she believed that Ms. Blackwell "positively" influenced her development as a foreign language teacher. Specifically, she felt that her supervising teacher encouraged her to control, or at least give some direction to, what she did as a student teacher. "Ms. Blackwell was very receptive to my suggestions for activities." Beth added: "Her [Ms. Blackwell's] criticism was always constructive, and never harsh." Yet Beth was aware that "looking back, I gave her plenty of cause to gnash her teeth." Beth viewed differences with her supervising teacher "as a learning experience. Ms. Blackwell was comfortable with a more controlled environment than I felt I wanted, but the organizational methods she taught me are invaluable in any environment."

Ms. Blackwell viewed her influence on Beth differently. She believed that Beth "had heard all the possible theories" of foreign language teaching, yet

"leaned on [her] too much": "She never separated from me. . . . She would rely on whatever extra things I wanted to bring to the classroom . . . then reproduce it as closely as she could. So that when I began to, what I call wean them away from me, there, she would not, she did not progress on her own." in response to these comments by Ms. Blackwell, Beth declared that she "didn't feel [she] had that option," i.e., to work independently and gain some autonomy.

Ms. Blackweil did see Beth as depending on her too much, and not building up any autonomy: "She never brought on her own anything in. Anything that was used in this classroom, she got from me, throughout the semester." Beth expressed surprise that Ms. Blackwell seemed to have forgotten what she had actually contributed to her classes: "I can't believe she doesn't remember my activities. She acted appreciative at the time."

Earlier in the semester, Ms. Blackwell expressed concern that she had too overpowering an influence on Beth: "It may just be in my shadow, she didn't feel free to suggest things," although she said she consciously tried to avoid that with her student teachers: "Given my personality, that's something I try very hard to leave them space to do [feel free to suggest things]. I don't dictate what they do in here. But, somehow, it didn't get across." However, at the end of the semester, Ms. Blackwell expressed concern about not having been forceful enough in trying to influence the way Beth thought or went about teaching foreign languages. She struggled to find a balance between giving

Beth too much guidance and not enough. She found it difficult to try to explain what happened: "I was not forceful in it. No. That may be a weak point here . . . . She needed someone really probably to be more forceful with her than I was." By the time Ms. Blackwell decided that Beth might benefit from her being more "forceful," it was too late.

> I did not get to a point with her that I was aware of the fact that she was not willing to do too much extra work on her own until it was almost too late. And then, I just kind of backed from it. I didn't know at that point what to try to jump in on other than to insult her. That was, I got to the point, I just felt like that if I told her what was really going through my mind, that it would just alienate her, and not be of much use.

Ms. Blackwell had a definite idea of the relationship between supervising teacher and student teacher. She looked at her student teachers more like colleagues: "They're close enough to being a colleague. . . . It's too close to becoming a colleague, it's more like a mentor situation." Ms. Blackwell deplored the fact that for Beth, their relationship seemed "more like boss and worker situation rather than a feeling that she was becoming my associate or colleague in any way." Ms. Blackwell added "I don't think she ever felt that way [like a colleague]."

This was a source of increasing concern for Beth's supervising teacher throughout the semester: "That's something that i feel as a weakness, that I should have, maybe been more insistent, maybe acted more like a teacher/ student with her than I did." Actually, Beth felt that "She did. That's why I didn't feel like a colleague." Ms. Blackwell explained: "This again is another

very gray line with me. I don't feel like their teacher. I think they're much closer to being a colleague than they are to being a student." Ms. Blackwell was aware that she was expected to teach a certain number of things to her student teachers. However, she admitted that she could not bring herself to acting as a didactic teacher with them, including Beth:

> I know there are certain techniques and things that they have to learn from me. But as far as 'You need to go home and do more work, and how dare you come into this classroom without extra things prepared', I, that doesn't work with my personality. That's something I have trouble with. But that, she [Beth] probably could have done better with a more demanding supervisor.

Ms. Blackwell looked at the possibility of being more directive with Beth as "an avenue that was not tried," but she recognized that she could not:

> It looked to me almost like if something were to change drastically with her [Beth], it would be from someone being very negative with her, and telling her: 'This is not working, and you need to be doing more work on your own outside. No, you do not need to take off to Florida for a week when this is wrapping up your student teaching semester.' I don't have that in me.

This is another occasion when Beth pointed to a lack of communication, and misunderstanding. She viewed her trip to Florida differently: "I went with three teachers and took all my work with me, and did it there. I accomplished more with the help of my friends than I would have at home alone."

College Coordinator

Beth believed that her college coordinator had "positively" influenced her development as a foreign language teacher during her student teaching

semester. However, she did not recall any specific instances. Ms. Blackwell pointed out that from "the contacts" she had had with Beth's college coordinator, she did "not see that [being very negative with Beth] as being [her] vision or [her] job either." She commented on Beth's college coordinator as being "reticent about jumping on someone."

Other Teachers

Beth described other teachers in those words: "Most were helpful and supportive when I observed their classes." For some of them she expressed outright admiration. In her journal, she wrote: "Today, I observed an award winning history teacher who brings history to life for his students who give him their rapt attention." Later in the semester, another journal entry read: "Mrs. Morris at M High School was a joy to observe. . . . The teacher's outstanding organization and choice of activities made classes exciting to behold." However, whether Beth simply reported what she had observed or analyzed why she liked an activity so much, she did not attempt to use what she observed, nor tried to apply it to her own foreign language classes. Ms. Blackwell reported that Beth reiterated comment was: "That's not the real world, and you can't do a song and dance like that every day." However, Beth did not recall saying that, and in fact attributed this remark to Ms. Blackwell:

> I am bewildered as to why Ms. Blackwell would attribute her words to me. She was also negative about activities I told her I'd observed at V High and P Magnet, saying what might work at those schools would not work at B High because of the difference in the students.

She added: "I didn't say that, she did, when I told her about activities in Methods [course]. She acted like I was too idealistic."

From the other teachers in her school, Beth learned that there was one thing she did not want to do: "I may be an idealistic fool, but I pray I never succumb to the negative bitter attitude of some of the teachers at B High." She specifically explained:

> One teacher stood in the hall with us [she and Ms. Blackwell] between classes, telling us in a loud voice how stupid one of her classes is, as if the students walking by didn't have ears. Granted, probably not one of them heard her ravings, but what if someone did? I wanted to tell her to find something else to do.

University Courses

Beth comments on her methods classes, both in English and in Foreign Languages, were very positive. She believed them to have been "extremely valuable in preparing [her] for the experience [of teaching]." For instance, it was her foreign language methods class which had convinced her of "the importance of having activities reflect the students' knowledge and the world."

Ms. Blackwell saw Beth's use of her foreign language methods courses from a different perspective. She declared that she "always liked them [her student teachers] to use that [what they did in the methodology class] at one point during the semester, because that's something they thoroughly worked through." According to Ms. Blackwell, Beth never shared her university courses experience with her: "I never did know what it was she did in the methodology

class. Never did volunteer it." However, Beth insisted that she tried: "I used TPR a lot." Ms. Blackwell heard Beth "talk more about what she had done in her English methodology course," and "many times she would mention things she had done in English class."

Ms. Blackwell expressed her regrets and frustration several times at Beth's relying on her too much on the one hand, while keeping too much distance on the other, during this student teaching semester, especially since she thought Beth "had been taught, I think she had heard all the possible theories, but I think leaned on me too much." She made a parallel with other student teachers who had worked with her: "I know she had been through the same methodology courses as the other student teachers." And while the other student teachers

> were full of theory and understood it and knew where [they] wanted to diverge from it and try other things, [Beth] never talked theory. Never said 'Well, I don't think we should do this, because this has been proven not to work as well.' We never ever had a discussion on theory, whereas with the other student teachers, that was coming up all the time. . . . So maybe it was just that she had not internalized the theory that had been presented to her.

Ms. Blackwell did not believe that Beth had been influenced enough by her methods courses to make her forget "her own way of having been taught," through "a grammar driven method" to which "she [Beth] kept going back." All that made Beth's supervising teacher wonder "if maybe she just did not believe some of the methodology that had been presented to her." From Beth's

viewpoint, she "was just following her [Ms. Blackwell's] lead. The tests were grammar oriented and so was the book."

Other Student Teachers

Beth thought very highly of the other student teachers: "I feel I am a better person for having known those beautiful young women." However, she did not mention their having any influence in her development as a foreign language teacher other than experiencing the small group meetings as "supportive and informative." She saw them as an opportunity to "exchange interesting teaching ideas and insights."

Other Constraints

Beth "felt everyone involved had the reasonable expectation that student teaching would give [her] the basic exposure and experience that [she] needed to begin [her] career as a teacher." She did not perceive any limiting or constraining expectations from her supervising teacher or her university coordinator. However, she was aware of internal constraints: "My inhibitions due to my natural introversion were my greatest limiting constraints."

University

Beth found the university demands "more of a hindrance than a help: too much bureaucracy." For instance, she resented having to attend the STAR meetings. She wrote in her journal: "I love all the startling discoveries STAR has brought to light. The 'Research Base' for each 'Performance Dimension'

would make me laugh if it did not make me so mad that I have to spend precious time reading that drivel." However, one week later, Beth wrote the following comment in her journal: "As much as I have kicked and screamed about having to attend the STAR meetings, I have to admit they were beneficial--at least the last one."

Self

Beth declared that as a teacher in the foreign language classroom, she was not always able to act according to what she believed foreign language teaching should be. For instance, she said in an interview: "As a student teacher, I felt I was more limited by lack of skills than by [lack of] freedom." Another source of constraints was her lack of fluency in the foreign language she was to teach. She felt "apprehensive about not having spoken more French before having to teach it."

In addition, in Ms. Blackwell's class, the audio and video equipment was used in almost every class. Beth never learned to be comfortable with operating it. After observing her first videotaped class during which she did use the classroom video equipment, she wrote in her comments: "I wish I were more competent in handling the VCR, but I don't have one at home, and haven't had much experience using one. It'll come with time, I'm sure." All that may have contributed to her overall lack of confidence.

Ms. Blackwell pointed out that "she [Beth] never seemed to approach anything with confidence." She also considered Beth's lack of enthusiasm a big handicap: "It was just a lack of enthusiasm for doing the outside work that it takes. There was no love of teaching, I guess, more than anything." Ms. Blackwell considered that the most serious constraints on Beth's development as a teacher were the limits which she saw "were from within. I don't think they were imposed from anywhere," except for the dress code, which for students and therefore for teachers, barred such outfits as long sweaters over tight leggings and pedal pusher pants. Beth agreed that during her student teaching semester, her "love of teaching was masked by [her] 'stage fright'."

> As a student teacher, I had so many new things to try to remember at once that I relied heavily on a step by step script so I wouldn't forget anything. It did not feel natural and I never felt at ease. I had stood before a class on only a handful of occasions previously, and it took a long time for me to get over the extreme discomfort it caused me: stage fright.

Beth's Additional Comments on Profile

Beth was not aware of the gap between her perception of her student teaching experience and Ms. Blackwell's. It appears that neither of them was able to take the necessary steps to establish some amount of communication during the student teaching semester. Beth wrote the following comments after reading her profile:

> I am sorry Ms. Blackwell was left with such a negative impression of me. I truly thought I was doing what was expected of me. She never communicated otherwise. . . . I am still stunned by the totally negative

perception Ms. Blackwell had of me. Barbara who was her student teacher the previous semester had told me Ms. Blackwell was a slave to the textbook, but I felt I could do my own thing whenever I was on my own. I was mainly intent on getting over my stage fright. It was all so new to me and there was so much to remember. Now, after being in the classroom, I feel very at ease and the routines are second nature, but it didn't come until I was on my own.

Participant C - Claire

Background

Claire was not quite 22 when she entered the student teaching program. She was born and raised in a very small town in the rural South, part of the Southern state where this university is located. There she attended Catholic elementary and high schools before entering the main State University prior to her 18th birthday. During college she worked at the university in a laboratory, and listed membership with a campus sorority as an extra-curricular activity. She was still holding an afternoon job at the University laboratory while student teaching, and was registered in a graduate course in Elementary Curriculum.

Claire's first career choice had been business. However, her interest soon shifted: "After taking a few business courses, I realized that my interests and abilities leaned more towards liberal arts and writing. I then became interested in teaching because I remembered how much I enjoyed working with children."

She had gained some experience with children and teaching while babysitting in the summers "for children of all ages" and tutoring her friends in

Spanish. She enjoyed working with both younger and older children. She also believed that her work as a counselor with a university summer program for "at risk" students "had proved to be a very good experience for [her] leading to teaching." For Claire, it was a memorable learning experience. "I learned a great deal about kids. Most of these kids came from very deficient backgrounds--academically, family life, drugs, and a combination of these. I learned a lot by living with these kids and am even more understanding of the situation."

In addition, she "was already familiar with the teaching profession" to the extent that both her parents were educators. Her father taught college math and her mother taught Spanish and English in secondary schools.

Claire believed that a successful teacher's "most important quality is creativity." Such a teacher "plans fun and interesting student-directed activities for the class in order for the students to successfully learn the material, and encourages students to learn on their own and from each other rather than relying upon the teacher as their only source of information." She was convinced that "learning can be fun and exciting" and she viewed it as the teacher's responsibility to "plan creatively in order to influence the students to discover learning and enjoy it." Claire saw herself as creative and endowed with a "good imagination" and she hoped that it would "show through in [her] teaching." She also described herself as "patient" and "fair in [her] decisions" as well as "compassionate and understanding." She believed that her generally

"positive attitude" would be an additional asset and that all she needed to do in order to become a "successful" teacher was to develop the characteristics she knew she already possessed. "With the help of my student teaching, I hope to become a successful teacher by taking the characteristics that I have as a student along with me as I become a teacher."

Her belief in her "ability to be understanding and open minded" made her feel most "confident about [her] potential as a teacher." "I want to work with my supervisor as well as the kids and accept [Claire's emphasis] feedback from them. The students are the key component to a school and their feelings and ideas are very important. I am compassionate and understanding personally and I believe that this will be an advantage to me in teaching."

During the Summer of 1989, Claire had gone to Guadalajara, Mexico, with a program from the University of Arizona, and studied there for six weeks while living with a Mexican family who had two small children. She attended two classes taught by native Spanish instructors and found herself "immersed in a very different cultural setting" and having to adapt "to a new lifestyle." "Living in Guadalajara was a rewarding and successful experience for me, and I hope to return to another Spanish speaking country some time in the near future."

After completing a degree in Spanish with a minor in English, Claire's goals included working on her certification in Secondary and Elementary Education. She entered the student teaching program under the Alternate

Post-Baccalaureate Certification Program and was also planning on acquiring qualifications for ESL (English as a Second Language)/Bilingual Education.

Since Claire did not start as an education major, she "hadn't taken as many [education] courses as education majors do," and she was concerned that she had not had the same courses as the other student teachers. As a consequence she did not feel prepared and "before student teaching, [she] was still unsure how [she] was going to do it. [She] was not sure how to teach, and [she] was nervous." However, she also believed that the courses she had taken had sufficiently prepared her. In her methods class, Claire "really became interested in Spanish, because [she] could see all the fun things [she] could do with it." She was also very apprehensive about her "ability in Spanish." She believed that she had lost some fluency. "My speaking ability in Spanish is not as good as a year ago since I have not had much of a chance to practice (in the last year) [Claire's parentheses]. I hope that I will pick it up again easily by talking to my teacher in Spanish and teaching." (Claire's cooperating teacher was a native of South America)

Another source of concern for Claire was the difficulty which she perceived she had in facing up to problems. "Sometimes it is difficult for me to handle problems. Although once I get through the problem, I can move on to the next. Since I ponder over things longer, it takes a little more for me to get over the final bridge."

Upon entering her student teaching semester, Claire still lacked confidence: "I could see all these neat things to do, but I wasn't really sure if I could actually do them."

Teacher Role

Teacher Image

A recurrent theme with Claire was that she "wanted to have fun in the classroom and [she] wanted [her] kids to have fun." She perceived herself as the teacher in the classroom in as much as she was concerned about her students doing well. She did feel "like [she] was taking on the responsibility of teaching these kids" and she strongly believed that they should be able to learn as much with her as a student teacher as they did with their regular teacher. She assumed responsibility for their accomplishments. "The students would do poorly on their tests sometimes, and I thought it was my fault. I felt like I had failed. I was always concerned that they did well. I wanted to make sure that I was teaching something, I wanted them to learn."

As a foreign language teacher, Claire's "goal would be to teach them how to speak the language, to converse in it, to read the language, to know about the culture, to write it." She would also like them to learn "to appreciate other cultures" to become "aware of the cultural diversity in their own communities." For Claire, her responsibilities as a foreign language teacher included educating children about other cultures and teaching them to "accept them."

According to her supervising teacher, Ms. Clark, Claire called herself a student teacher in the classroom, using both words. But Ms. Clark thought that Claire identified herself "as a teacher more than as a student." When she was standing in front of the class, "she felt she was the teacher" assured Ms. Clark, "she did feel that she was the teacher at all times."

What to Teach and How

Claire believed that the state or committees could determine what should be taught in a classroom, but only the teachers could decide how to teach. She pointed out that "every teacher is an individual and they have their own style of teaching." She did not think that "the state or these curriculum guides can tell a teacher how to teach" for "every teacher cannot teach the same way." "Because of different personalities and styles, telling a teacher how to teach is not going to work at all."

School Rules and Regulations

Claire did not find herself in conflict with any of the school's regulations. She feared that she had not paid as much attention to them as she should have, recalling only rules about chewing gum and uniforms. "I haven't used them [the rules] as consistently as I should. But I never notice the students' uniforms as proper or not, it's the last thing on my mind. I guess I should watch out for it more but that's really the last thing that's on my mind."

Teacher/Pupils Relationship

Claire expressed a strong preference for working closely with her students, but regretted that it was "not working in that way." She wanted to be their friend, but believed that "that would be the end." So she started the semester "[trying] to keep [her] distance from [her students]" in order to gain better control over discipline, then she started "working a lot more closely with them." Finding the proper balance between friendliness and discipline became somewhat of a struggle for Claire.

> That's something I'm battling with right now. I can't seem to find a happy medium. I really get involved with the students and I try to encourage them, to help them after school, work closely with them in the classroom too. But I'm finding that I should need to keep a little more distance from them, not show my soft side, and that's what I am working on right now. If I let them know too much about me, let them know my weak side, they're going to walk all over me, and it'll be harder for me to teach them.

After wrestling with this problem throughout her student teaching semester, Claire was still "trying to figure out how to handle relationships with [her] students."

Ms. Clark emphasized Claire's concern and struggle for building a good relationship with her students. "She went out of her way to please the students. And sometimes, that does not work a hundred per cent, because they don't always appreciate that. Sometimes the students need a firm hand every once in a while, and they need structure. And she did go out of her way to please them."

Teacher Control/Pupil Behavior

In the domain of class control, Claire was also looking for an equilibrium between "quiet" and "a little chaos." "I try to create a classroom that's not so strict. i don't want to have just a perfect classroom where everyone is quiet. A little chaos can be good in a classroom. At the same time, some control needs to be kept. I'd like to have a little more than I do."

Based on her experience as a supervising teacher, Ms. Clark "thinks that the major skill most of the student teachers find that they're lacking in is control, classroom control, behavior control." Claire was not unique in her difficulties since according to Ms. Clark student teachers "find that the hardest thing is not knowledge of the subject, it is not knowledge of the methods, it's behavior control, behavior of the students." Ms. Clark was convinced that Claire had made some progress in learning how to handle this problem of class control by realizing "that part of it would be to have a very well prepared class, to have enough activities for them to keep busy and interested all the time."

Teacher/Parents Relationship

According to Ms. Clark, Claire "didn't have much contact with the parents of the students." Not because she did not want to, but because the opportunities were few in her position as a student teacher. Ms. Clark did "[suggest] that she call some of the parents, and she did."

Children and Learning

Children Diversity

Claire realized that students learn in very diverse ways: "On a basic level, some students are going to pick up a lot more knowledge than other students. But also students are going to take a certain knowledge and use it in different ways." She believed it "can be good" but very challenging for the teachers who want to respond to their students' individual needs and talents: "It's a challenge for teachers to have to work with that," students of differing backgrounds, abilities and resources. Yet she believed it was better for the teacher and for the students to have "a different range of abilities, or different cultural backgrounds in the classroom. They can learn from each other."

Claire considered what it would be like to teach "a classroom with students all on the same academic level." She decided that it "would be a little boring." Her goal was "to use student diversity to [her] advantage as well as to students' advantage." She had a wide range of students in her classes and handled it by trying to have them work together, "the more advanced ones with the ones [to whom] learning doesn't come as easily." She also asked her students to work in groups according to their skills.

Ms. Clark confirmed Claire's progress in her handling students diversity: "I think that what changed the most [in Claire's teaching] was her understanding of the students themselves. Being able to understand their attitudes, and where they come from, and being able to relate more to them." She believed

that Claire gained such an understanding through "practice, just being with them every day, just having to deal with them every day."

Curriculum

Claire believed that "ideally, each student should have his/her own curriculum devised by both the teacher and the student." However, in reality, she deait with students' diversity differently. She suggested to start with the "same basic curriculum for all students of a particular level," then to introduce diversity in terms of methods and activities "to accomodate different students' abilities/interests."

Pupil Behavior

She believed that all students are unique, but found it difficult sometimes not to categorize them: "Since I see them only one hour a day, sometimes I tend to categorize them, but I try not to do this." She did expect all students to uphold the same standards of behavior, but believed that she should not expect them to act in terms of some general categories: "I was very surprised when a student confided in me about some real problem at home when I placed her in a 'nice family' category." She added that when you do that, "there are some real surprises."

Resources

Claire believed that resources should be equally allocated among students, be it time, materials, etc. However, she had no suggestion on how it could be achieved.

Culture Consciousness

Claire viewed culture diversity in terms of Black versus White, or White versus Hispanic, while noticing that "outside of the classroom most cultural groups are somewhat separated, especially Blacks." Claire feit ambivalent about that: "This can be good, but aiso not so healthy," and she preferred to see "cultural groups mixing with each other." Claire also looked at culture diversity among the faculty, and at the attitude of other teachers. She did not notice any "stereotyping among the faculty members toward the students." In fact, she wished there had been more African American and Hispanics in her foreign language classes as she found that her "most motivated [Claire's emphasis] students [were] Black students--not necessarily the best grades, but very motivated."

Claire hoped that the aim of schooling would not be to socialize students to a common culture, but she was not certain that it was possibie in the present schooi system: "American society has the tendency to encourage people to 'melt' into one common 'American' ideai." According to Claire, "at other times it [American society] can be very prejudiced."

Foreign Languages and Teaching Methods

Importance of Foreign Language Teaching

By the end of her student teaching semester, Claire was convinced that "foreign language teaching is very important in elementary [Claire's emphasis] school and continued through college." Claire insisted on foreign language

teaching at the elementary level, because "younger students acquire a foreign language so much more easily than high school or college students." She understood that it is because youger students "are not afraid of it [learning a foreign language] as older ones are." In addition to academics, she believed that "knowing a foreign language is becoming a very important skill to have in the business field and in others."

Knowledge: Personal - Public

According to Claire, students should be taught to use the knowledge they acquire, not only as they receive it, but by applying it to other domains. She also tried "to connect [new knowledge] with something [they'd] done before." She tried "to get them to look back at what they already know and she would say: 'You know the background of this. You know something about this aiready.'" Claire believed that learning is easier if "they can relate [new knowledge] to things they already know."

Knowledge: Process - Product

Claire believed that the process of learning was the most important. "There should be a lot of emphasis on the process of learning. It's important that the kids learn how to learn. They need to learn how to take information and use it."

She saw teachers as playing a big part in the learning process of their students, through the way they teach and the way they evaluate their students' knowledge. "I think teachers can be a big help for that. They shouldn't

encourage [students] to simply memorize facts and simply do what they have to do to pass a test. It goes beyond that."

Knowledge: Problematic - Certain

For Claire, knowledge should remain "very open to questioning." Students should be encouraged to question knowledge, and to have and express "their own opinions about things." Claire believed that students should be encouraged to "come up with their own ideas about things."

Learning: Integrated - Fragmented

Claire wished there would be more "collaboration" between teachers of different content areas. For instance she proposed the study of South America in cooperation with the geography teacher "to teach some sort of a lesson together. She also believed that "it is important to pull things in from other subjects" to help relate new knowledge presented in the foreign language class to what the students already know.

Learning: Social - Individual

Ms. Clark believed that Claire "followed her pattern" in her approach to cooperative work in her classes. "She usually tried a combination, working with the whole class, then in groups. Sometimes she taught them individually, sometimes group work, sometimes the whole class."

Teacher Control - Pupil Input

Because of school constraints--keeping up with the textbook contents--Claire was "pretty much forced to direct the learning more than [she] wanted

to." She would have preferred to "not concentrate so much on learning all these facts, but try to add a lot more things to the book, to not direct [the students' learning] as much." Claire would have preferred what she called "a more open classroom, a freer class."

Additional Resources - Reliance on Text

Claire was very willing not to confine her work to the textbook and to follow her supervising teacher's lead "to bring materials and ideas, other than the text." The text was used only as a "skeleton," to give support.

Innovative - Traditional

Claire declared that she liked to mix "a little of both," innovative and traditional. She believed that both can be most effective when used correctly. Her approach was traditional in the sense that she saw some value in "frequent quizing and testing, repetition, written practice, conjugating verbs 'five times each,' and memorizing vocabulary words." She tried to include some innovative teaching in her foreign language classes with "TPR, many games (i.e., 'Win Lose or Draw,' 'Bingo,' sentence writing games, verb games), doing creative activities with vocabulary (i.e. house plane where they label rooms, family trees, drawing animal vocabulary, etc.), listening activities, communicative activities, visual aids." Claire was observed to use those activities at one time or another during her student teaching semester.

Communicative/Proficiency - Grammar/Audio

Claire preferred to use "student-directed activities." She believed student piayed a large part in the teaching process, so she tried "to get [them] to come up with ruies, using what they know, and through associations." She always enjoyed using TPR. Through these activities, she found that the students "work better," and "kids enjoy learning more."

Influences

Student Teaching

Claire believed that she "learned a lot [Claire's emphasis] during student teaching, I learned a lot about handling the class, about discipline, and Ms. Clark had many ideas." For Claire

> student teaching is really where you learn how to teach. I mean student teaching is the first time that you are really in front of the classroom, and I felt there was a lot for me to learn before I could actually start coming out with my own ideas. I had to train myself to be able to come up with ideas like that.

Ms. Clark pointed out that most student teachers arrive in the class with some basic theoretical ideas. Student teaching helps them "put their theories into practice, and to see which is the best way" to do so. They learn "by trial and error and by not being heavily penalized" if they don't succeed. According to Ms. Clark, in Claire's case, one area influenced by student teaching was class preparation. "I think she realized that preparation was a major, a very important thing to have in a successful class."

School Administration

Ms. Clark believed that the school administration did not seem to have much influence on Claire's student teaching experience, except in as much as she had to follow the school's general policy. Otherwise, the school administration allowed the teachers a lot of freedom.

Supervising Teacher

Ms. Clark was a guide for her, by Claire's own recognition: "Mostly what I did in the class is what I saw Ms. Clark doing. I just pretty much tried to do what she was doing, I didn't branch off on my own as much as I should have. The things that she was doing really worked."

In addition, Claire recognized that she had learned a lot from Ms. Clark "about just everyday classroom responsibilities, and a lot about basically how to teach, how to set up a class, what things I should do in a class. I did get some good ideas from her."

Ms. Clark tried to give Claire some "suggestions, more on method, what would work better, rather than to change her philosophy or what she thought was the way she would like to do things."

Claire did not feel restricted by an excess of directives but rather by too much freedom. She "would have liked to have had more supervision, more guidance." "When I would ask her [Ms. Clark's] ideas on how to do some things, she wanted me to come up with ideas of my own, which is what I should do, but I had a lot of trouble with doing that."

Ms. Clark confirmed that Claire was not constrained. She believed that Claire "felt free to express herself, [that] she had her own opinions and she expressed them." The curriculum had been decided by Ms. Clark, but when discussing the planning for the week, Claire "would say the activities that she would like to choose to do with the students." Ms. Clark encouraged her student teachers to be innovative, to "try anything" as long as "the students are understanding what they're doing and whether it's working or not."

College Coordinator

Ms. Clark believed that the college coordinator along with the supervising teacher were the two major sources of influence on Claire's development as a teacher. She witnessed Claire paying close attention to both her supervising teacher and her college coordinator: "I think that the university supervisor had an influence on her, and I did too. And I think those two were major points in her development. She did pay close attention to the university supervisor and both to her and to me."

Other Teachers

Claire wished she would have done more observations still: "I think many more [observations] should be required." She felt she learned a great deal from observing other teachers work in their classrooms and from talking to them. One teacher in particular made an impression on Claire. She gave her "many good ideas" and was a great model as far as motivating the students.

> I could see that the kids were <u>really</u> interested, and I was so impressed by that. They were <u>really</u> [Claire's emphasis] interested in what she was doing. They were all excited about it, and they had a good time with it. And that's what I wanted to do. I wanted to have fun in the classroom and I wanted my kids to have fun.

<u>University Courses</u>

Claire did not find a direct application for what she had learned in her methods class. She used the ideas, but not the hands-on things while she was student teaching.

<u>Other Constraints</u>

When asked directly whether there were any constraints Claire was not aware of any placed on her by either the school, her supervising teacher or the university. She felt she could pretty much do what she wanted to do. However, other segments of the interviews uncovered limits and frustrations which Claire had to encounter during her student teaching semester.

<u>Outside Factors</u>

Some of the pressure she experienced was brought on by demands outside her student teaching experience. Her lack of confidence in her own teaching and creative abilities combined with time constraints due to an afternoon job and a university course did not allow her to think through and develop her own classroom activities. As a result she felt frustrated and could not build the necessary confidence in her own abilities which in turn were sources of constraint.

> I struggled a lot because I didn't think, I would always copy people for ideas. And I was so frustrated because I couldn't think of my own ways to present things. I couldn't think of it myself at the time. And so I would do it the way I'd seen it done before . . . so that it would work. I really felt pressured because I didn't feel like I could create my own ways of doing things.

Personality

As a result, although Ms. Clark encouraged Claire "to bring in new ideas" and Claire "didn't feel at all like [she] had to do it that way" she still did not feel "comfortable" enough with her own resources and abilities to move away from Ms. Clark's approach. "I felt comfortable with doing it the way she did it, but I didn't feel I had to. I was just nervous. I wanted security, I wanted to do things that I knew would work. I was still kind of scared to do anything different."

Perhaps for the same reasons of time constraint and security, Claire felt compelled to follow the book. "I was so concerned about following the book. I kind of felt like I had to follow the book and cover everything that was in our textbook."

Skills

When directly asked whether she had the necessary skills to implement what she wished to do in the classroom, Claire responded "yes." However, in the course of interviews, she evaluated her own performance differently.

She did admit feeling limited by a certain lack of skills. She wished she would have been better prepared to handle discipline. "I think there should be

a course at [the university] on discipline. I would have liked to have been exposed to it before going in the classroom."

She also felt limited by her inability "to come up with ideas, how to teach things." She believed that given control of the class and ideas to teach she did have the pedagogical skills and the language skills to implement those ideas.

Ms. Clark believed that "in general [Claire] had the skills that were necessary for survival" and that "she improved her skills as time went on." She felt that she needed to improve her skills in the foreign language she taught, Spanish, before being more comfortable teaching higher levels.

Student Teaching

Claire believed that student teaching is necessary. However, because of time constraints and demands outside the student teaching experience, it was a very difficult time for her. Yet it is necessary to work full time in a school as a student teacher in order to "get a feel of what it's like to be a teacher. You pick it up being there at 7 o'clock in the morning and not getting off until 3, and then having to work with, deal with the kids all day long."

Claire admitted that before student teaching, her "perception of a teacher was very idealistic." Student teaching helped her gain a more realistic view of "what it really meant to be a teacher." "I mean you learn all the problems and their remedy, you learn all the good things that go along with it. You see the rewards. There's no better way to do that, to actually do it. You're in there, and you do it. You don't know exactly what it is until you do it."

By the end of her student teaching semester, Claire found out what teaching meant for her.

> I really wanted to teach these kids, I really wanted to make these kids listen to what I had to say, I wanted them to want to learn from me. I didn't want them to just learn because they had to be there. I wanted them to really want to be there and to really want to learn from me, and I didn't feel that before.

She also found a confirmation of what direction she wanted to take "for a little longer." "It was a very real situation for me. It showed me what it was really like to be a teacher. I learned all about that, and I learned the rewards to it, and the drawbacks to it, and I'm still learning them. It did confirm my belief that I still wanted to be a teacher."

Ms. Clark believed that "student teaching is a very important part of being a teacher." The main advantages she saw were in doing as many observations as possible and gradually increasing the teaching load. "I feel that if a person came out of college and was handed a class all of a sudden, they might float. It's like throwing someone in the water and say: 'Swim!' Some might and some might not."

Ms. Clark felt that "one semester is adequate," "because usually by the end of one semester the student teacher has already taken the full load, realizes what it entails, and I think is ready."

Participant D - Diane

Background

Diane was 22, born and raised in a suburb of the major Southern metropolitan area where this State University is located. She was educated in the public school system from Kindergarten through high school, including magnet middle school grades 6-8. While in college, Diane was very involved outside her academic responsibilities. She served as an officer of one of the university's education honorary organizations, she was an active member of the university French club and of a campus political organization, and she participated in intramural sports and charity marathons. She also held several jobs including clerical work, secretary, receptionist, assistant manager in a store, and free-lance photographer. While student teaching, she was not employed and had not enrolled in any other courses at the university.

Upon graduating and obtaining her teacher certification in foreign languages in December, Diane was planning to register in the Master's program, then continue to study towards a Ph.D. in Curriculum and Instruction. At the same time, she planned to start teaching as soon as possible while hoping to be able at one point to spend a year as a flight attendant on international flights. She also hoped "to one day work for the state School Board in the Department of Foreign Languages" and "eventually for a national education program."

Diane started her student teaching semester with a tremendous amount of enthusiasm. "I have a definite desire to teach. I'm so excited about standing in front of a classroom and helping children learn--learn anything [Diane's emphasis]: French, current events in the world--just as long as they are learning." This enthusiasm and this almost overwhelming desire to teach and actually see the students learn was a driving theme throughout Diane's field experience. She credited her high school experience as a student of foreign languages for her interest in teaching French: "My high school French teacher had a great deal to do with my choice of becoming a French teacher." She also thoroughly enjoyed interacting with people, and being the focus of attention. "I'm also a 'ham.' I'm not at all shy when in front of a group of people." That, combined with her love of the French language, led her to believe that teaching should be her profession. "I've always loved the French language, and since I have always enjoyed being in front of a group of people, I decided that becoming a teacher would be an excellent way to share my love for French!"

In spite of her enthusiasm and avowed self confidence, Diane expressed some concern about her fluency in French, and her anxiety about making errors in the foreign language.

> Although I am enthusiastic about teaching and am very confident in the classroom, I am worried that I'm not really prepared in my subject area. I've done well in my French courses and in my education courses, but I tend to doubt myself occasionally. I'm afraid of being wrong. I know I'm

> not perfect. Even though I'm not afraid of being the center of attention, I'm afraid of being wrong in front of a class.

She also expressed some doubts about her ability to handle discipline. She very much wanted her students to like her, and did not want to be a disciplinarian. Yet she liked to feel in control of her classes. It was her opinion that her college courses had not prepared her to handle classroom management.

> I'm worried about handling the discipline in my classroom. I'm afraid I'll either be too 'nice' or too 'mean.' I'd like to be the "favorite teacher," but I don't want the principal to call me to his office for the most obnoxious, mischievous room of students in the school. I need to learn to discipline without being a tyrant, and I need to learn to be the favorite while still very much in control of the class.

Diane expected the experience of student teaching to help her overcome those feelings of inadequacy.

> My desire to teach and my ability to stand in front of a class without being nervous is what makes me most confident that I can be an effective teacher. When one has a strong desire to do anything, it can be done confidently. I <u>want</u> to teach, and I <u>can</u> [Diane's emphasis] do it. Polishing my teaching skills and my content will improve with time, but for now, I can and will teach and my students will learn!

The experiences accumulated during her college courses reinforced her conviction that she could be a successful teacher of foreign languages.

> I have plenty of examples and materials for the classroom that I can rely on and use to enhance my teaching. I have learned how to make learning fun for my students. Three of my teachers in foreign language education at [the university] have provided me with games, posters, activities, etc. to turn an ordinary French classroom into a fun, exciting learning experience for my students. I'm confident that my students will leave my classroom with new knowledge and with a smile.

Diane had been to France on two occasions as a student and believed that it had enriched her as a teacher of French. "I attended school in La Rochelle, France, at 'L'Institut d'Etudes Françaises' at the University of Poitiers. I have brought back wonderful memories to share with my future students!"

She strongly believed in the value of educating American children in foreign languages and foreign cultures. "We, as Americans, need education of foreign languages and of the foreign countries themselves. I heard a quote one day that made an impact on my career as a French teacher and reinforced my decision:

> One who speaks three languages is trilingual;
> One who speaks two languages is bilingual;
> One who speaks one language is American.

Diane came to student teaching with much anticipation and great expectations: "I've always known that I wanted to be a teacher and I always looked forward to my student teaching semester." However, as soon as the semester began, Diane realized that there was a wide gap between her concept of student teaching and reality. She was concerned that "instead of [her] observing time or [her] participation time [she] did a lot of other things."

> My first few weeks, actually my first month or two of student teaching was not really what I had expected. I thought that I would have, like a group of three people, and I would work with them on something specifically that my supervising teacher had told me. If she said "I want you to work on this with them" that's what I would do and I would work with those three or four people, maybe slower students or maybe more advanced students. But instead, my participation, hours and minutes were mostly grading papers during the classes. You know paper grading

> is a big part of student teaching, but that's really not what I had expected to do during my participation.

Even when she gradually started teaching--"a ten minute lesson, then a couple of classes I taught small lessons, then I taught a full hour lesson"--Diane was not prepared either for the way it happened or for her own reaction to the situation. "I jumped into full time student teaching and it felt like I was jumping out of an airplane. It wasn't what I expected. I didn't realize how tiring it was, it was unbelievable! I was really amazed at how exhausting being a teacher can be."

Diane "wasn't scared of being in front of the classroom, she was scared of [her] ability to perform, to say things in French, to plan a lesson." However, Diane was not prepared either for her encounter with whole classes of teenagers, and she wished "someone had told [her] 'Smile but be firm!'" because her easy, gentle approach caused some difficulties in the classroom. By the end of the semester, Diane felt that she had built up a lot of frustration, mostly from working with someone else's classes and students. On the other hand, she thought that it would not be fair to change the students' disciplinary routine.

> I did get very frustrated at the end of my student teaching, because I was the full time teacher, but I was not completely in charge. My supervising teacher still had the last word, and I could not jump in with a new discipline activity or a new discipline rule, or a new discipline policy, because as soon as I left, the students would go back to their regular classroom. I wish we could have been able to try things like that.

In addition, she would have liked to have been able to experiment with various pedagogical approaches which had been advocated in her methods class and she was raring to go on her own, and manage her own classroom.

> We could have experimented more with classroom arrangement. If I wanted to arrange the room in a semi circle, or a square, or a star, just anything! But I had to stay in the same rows as the supervising teacher, because it's her classroom. So that was a little hard for me, and it got to be really frustrating because I wanted so bad for that to be my own classroom, and I was not expecting that. I really don't know what I was expecting, but I was not expecting the frustration and the exhaustion.

Yet even after making a point of describing her disappointment and her frustration at the student teaching actual situation, Diane concluded: "I had a good experience student teaching." When asked what made it so, Diane was adamant: "My supervising teacher. She was always there . . . a role model."

Teacher Role

Teacher Image

Diane's greatest surprise in what being a teacher entailed was "how exhausting" it is. She was not aware of the demands of planning, time, flexibility, energy, etc.

> I thought that planning for a 50 minute class period would not be that difficult, and it was difficult, it still is difficult. You need to be flexible, and I did not know that. I realized I had to put a lot more time into it. I didn't realize how tiring and how exhausting standing up in front of a class all day could be. And controlling the class is also tiring. I did not realize that either. Teachers have to have a lot of energy. I did not realize how much energy was involved.

Diane would be most happy teaching in a private school. However, she could also see herself teaching in a rural school or in a magnet school.

Ms. Davis believed that Diane came into student teaching with "an overall concept of the teaching profession." She thought Diane "looked at herself more in terms of being a professional, maybe not just a teacher, but a professional, a person in a leadership capacity" and "her enthusiasm for teaching was always just great. When she came, she was just so excited about teaching languages, and that enthusiasm never wavered in any way."

What to Teach and How

Diane believed that she should follow the guidelines given to her to define her curriculum. If asked to cover a certain amount of material, she would check the textbook then divide it into the number of weeks in the semester.

> First I noticed, when I walked into class, that I have to be at this point in the textbook, by this date, by the end of the semester, and then I look at the textbook, and it's very direct. I look through and I think about how many weeks that it's going to take me to get to point B, and I know that I have to go that far by a certain time. I know I'm going to follow the textbook because someone has said: "You must cover this, this, this, this, these units, these chapters, by May 15" or whatever the date might be.

While she wished she could bring material from other sources into her classes, Diane "tends to follow the book because [she]'s very low on resources." "I wish I could find more resources, I wish I could find some things to add to the class, but right now, I'm pretty much following the book."

Diane believed that "how to teach is completely left up to the teacher" whereas "what to teach is given to the teacher in the textbook." Now within

what has to be covered, Diane feels that the teacher can organize the sequence of teaching/learning to best fit her and the students' needs.

> There are certain things that need to be taught, but I think the teacher can change the order in which they are taught. The teacher can do that as long as it's covered, as long as the information from the textbook or the state or the parish or the school board or whomever, as long as it is covered, fine. The teacher does not have to follow exactly the textbook pattern, and how the teacher does it is left up to the teacher I feel because the more creative the better.

When asked again about who decides what to teach, Diane had a somewhat different answer. She thought it should involve "the school board, curriculum specialists, teachers, etc." but not the parents. For "even if they have an M.D. or a Ph.D. in something else, they don't have that education knowledge which would allow them "researching and reviewing and placing opinions on existing textbooks material." However, they may contribute "some ideas and suggestions."

School Rules and Regulations

While student teaching, Diane did not "[stray] away from the rules because [she] was scared, because [she] had [her] supervising teacher there." However, her personal preference is "to interpret [the rules] to fit the needs of [her] students" even though she had misgivings about it: "I probably shouldn't." "If it's little minor rules I'll let them slide a little bit, and maybe untuck their shirts in class. I'll let [them] go to the bathroom at the end of the day."

Diane did not think that rules should be ignored or broken randomly. It had to be justified by a need for better teaching, or to make a point directly

relating to what was being taught. For instance, when no food is allowed in the classroom, the rule can be set aside for Christmas or Mardi Gras, when a cultural point can be taught by bringing into the language class a French or German Christmas Log cake, or a French King cake, or crèpes for Chandeleur.

> I would not do it just to defy the rules or just to break the rules. But whether it's in History or in French, some things are allowed to happen. [If I] have a point I interpret the rule of freedom in my classroom, as you cannot have food in the classroom unless it pertains to the lesson. That's how I interpret it.

Diane thinks that regulations are necessary in order for learning to even take place, and she believes that it is the teachers' responsibility to enforce them. "If there were no school regulations to follow, then learning probably would not take place. The students don't even have to show up. If the teacher doesn't enforce the school regulations then, who is going to?"

Teacher/Pupils Relationship

Diane's relationship with her students was a major aspect of her being a teacher. Her "preference is to work closely, on a personal basis" with her students. However, when she started student teaching, she followed her supervising teacher's lead and kept a little more distance.

> I kept a professional attitude, because that is what Ms. Davis did. She showed love for the students, which I did, but she had a very professional attitude. And I mingled among the students and spoke to them anytime they saw me, but I did not stand outside in the hall and chat or anything like that. I was a bit more distant.

Yet she believed that sometimes she was "a little too friendly with [them]." She feared losing control of the class and making friends at the cost of

losing her students' respect as a teacher. "My experience shows that I've gone too far, and that I'm a little too friendly with the students, and I've lost control. They like me and they respect me, but they don't respect me as an adult in authority, and I'm a little bit too close with them."

However, from personal experiences which Diane related or which her supervising teacher or college coordinator witnessed, as well as from the end of the year evaluations by her students, it appeared that Diane managed to develop a very warm relationship with her students while eliciting much respect as a teacher. As early as October, Diane started receiving testimonies of the kind of relationship she was building with her students. She described her surprise at the school homecoming game:

> I had gone to the homecoming game with my boyfriend and I had a twelve grader and a nine grader who came and sat by me at the game, and it made me feel so good! Because homecoming is October and school starts at the end of August so we had just been a month and a half, two months. That was really neat that two students came and sat by their teacher at homecoming. So that made me feel really good, a close relation, I guess so, even though I was not trying to be close, but I guess they felt a closeness. And the nine grader gave me a hug before she left.

Diane recalls another incident which occurred on one of her college coordinator's visit.

> One of the students . . . on one of the days that [the university supervisor] had come to watch, came up and told me that I was going to be a great French teacher. He just came right out: 'Ms. Dixon, I think you're going to be a great French teacher' and just left the room. And that was really sweet.

Just before talking to Diane, that same student had talked to Diane's college coordinator, commenting on the class which had just ended: "She did a good job, didn't she?" Diane was very surprised and deeply touched. "It surprised me seeing who it came from. It was really surprising because he would easily get frustrated and he would get mad easily, and I never knew whether he liked me or not."

At the end of the semester, when Diane read the evaluations her students had made of her teaching, she had another surprise. Several had added a personal note on the back of the standard rating form. One was particularly remarkable:

> It's from Kevin McA., my problem child. He's always into trouble, neither of his parents want him and I sent him to the office because I got tired of him sleeping [Diane's emphasis] in my class! When I read the note written on the back, I almost cried! I told him: 'Thanks' and I told him how sweet it was! He said: 'It's not sweet, it's honest!' I was amazed!

The note read: "At first, I didn't like her. Me and my friends liked to joke around. She kinde straitened [sic] us out. She MADE [sic] it fun for us to LEARN [sic]. I wish they had more teachers like her." Diane was a very caring teacher, and she could not help but come across as such to her students.

> I do like to [get personally involved with the students in my classrooms] because, and I probably shouldn't, but I worry a lot about anybody. And maybe I shouldn't, maybe I should, I like to know what's going on just so I'll know what's going on in the minds of the students. If I see a student, just one student who looks sad or depressed that day, I would like to let the student know that I care, and that if they have a problem I'm available.

This caring and this desire to be there if the students need it originated in Diane's own experience while growing up: "I always liked having other adults besides my parents that I could talk to, that always helped me when I was growing up, and I would like to feel that if the students have a problem, that they can come to me."

Ms. Davis noticed that while Diane's relationship with her students was very warm, she nevertheless preferred to keep a certain distance "proximity wise."

> I think she felt more comfortable at a distance, and certainly, if you look at the videos, you can tell that. But after the midway point, she started getting in closer proximity with the students in terms of being able to really just help them. I think that her biggest comfort was like a global presentation where she was up front. But she was able to develop almost a one on one, we're talking about, to where you can walk around the room and touch them on the shoulder. Of course, she was very competent at [working one on one with students that didn't do so well]. Because when she approached them, first it was from an angle of: "I want to help you do better." And that in itself was kind of bonding. She was very, very warm to the students. I think that was good for the students because they all liked her.

Teacher Control/Pupil Behavior

In behavior as in learning, Diane would like to give her students a certain amount of autonomy while still keeping things under control.

> I want to be in charge, but I also want the students to have a part, as long as the class adheres to my rules: respect, listen, as long as that is going on, I'm comfortable. The more the students can be involved and talk, the better. But I don't want the class to run wild, I do want control of the classroom, I want them to adhere to my rules.

Ms. Davis explained that Diane started student teaching trying to be in control of her classes, then as the semester progressed, she encouraged her students to become more involved in the class.

> In the very beginning, there was a need to kind of be in control, just to get a handle on things. But as she continued to teach, it was more student involvement, student input. After the initial point of being in charge of the ciass, she gradualiy relied on the students to play a more active role in a lot of things.

Ms. Davis approved of this approach since she believed that "it is very important to be a little more in control at the beginning and then have the students come in, giving them responsibilities."

Teacher/Parents Relationship

Diane was quite willing to accept parents in her classrooms, as long as they observed only. She would welcome input and questions, but only after class. She believed that "they should be allowed to see what's going on." "They're welcome to make suggestions, but as far as taking over and controlling, no, I don't think so, because it goes back to having the education degrees, the curriculum and instruction degrees, and the administration and supervision degrees."

Since parents' visits were "arranged through the front office" there was no opportunity for Ms. Davis to observe Diane's attitude towards parents coming into her ciass. However, Diane "did handle some conversations with parents of different students." Ms. Davis described how Diane started "of her own initiative a day by day log of students' behavior and students' discipline

problems" where "everything is documented, so that when we call the parents you can refer to this, and you don't have to remember."

Children and Learning

Children Diversity

When talking about students' diversity, Diane immediately thought in terms of specific students she taught. She recalled Corinne, whose father was an alcoholic, and Catherine, who would get depressed. She "never really had cultural diversity." Her approach to students' diversity was to give individual attention gaged to the needs of the students.

> I like to show a little more attention, like maybe calling her and ask her if she wants to answer a question, or if it looks like she wants to be left alone, don't even go near, don't even call, watching for things like that. Students that may not get attention or may not be very popular, reward them with something, calling on them for a question, applauding something that they did, whether it's in front of the whole class or just by themselves. Sometimes a little pat on the back, alone with a student, helps a lot, gives a little bit of courage.

As for dealing with different learning styles, Diane spent extra time outside the class to work with the students who had difficulty with a particular problem. Diane recalled a lesson on reflexive verbs where "some [students] could read right out of the book and get it" then "others who read it in the book and then I explained it to them, they understood it, and then, for about three or four, I had to pull the people from the classroom and get them to model things for me. I really had to drill that, while the others already had it."

She also recognized that "lots of times, teaching techniques have to change in order to teach some students." "They may just not can get it [sic] if it is black and white. They may need a little more color."

Diane did see "general categories" such as "the airheads, the cheerleaders, the football players, the one that studies all the time." She saw in those a certain commonality to all ages and cultures, almost archetypes: "I guess they're the same characteristics that there's been ever since schools began." She recognized that she "tends to characterize students" even though she knows "it's probably not a good thing to do." She aiso expected them to act in terms of those general categories, even though she defended herself from doing it systematically.

> You tend to expect lower income families to have a different style of speaking, even a different vocabulary from students that come from higher income families, but that's not always the case. I never go so far as to say: "Oh! She's blond, she must be an airhead." I never do that. But there are times when I do see students fitting in certain categories just acting the way I expect them to.

Ms. Davis recognized that her classes presented a wide range in children's abilities and patterns of behavior. She believed Diane gained experience in handling such diversity mostly "through observation." "The ability of the students ranged from honor roll or top gun down to like almost: 'Why are you here?' And of course every student was made to feel important, and that he could do something or play some role in the classroom."

Curriculum

Diane expressed a divided opinion on the concept of a curriculum common to all schools and students. She believed that it is a good idea in as much as "there can be some uniformity" but she thought that it is not a good idea when considering that "everyone is different." She could not reconcile the two and come to a decision. "For the sake of uniformity and for the sake of everyone having the opportunity to grasp the information, curriculum should be the same but curriculum has to be different because different regions of the country are so different, different people are so different."

Pupil Behavior

Diane accepted the idea of different standards of "discipline behavior, even though it's going to vary a little bit" but she believed that "learning behavior would be different." "I think they should be accountable for the same behavior, for standard behavior, because when they get out into real society, they're [all] responsible for their behavior. Basically, that's what we're doing, preparing students for the real world."

She believed that permitting a wide range of behavioral responses from students helps them "think and grow intellectually."

> If they all respond the same way then it's the same pattern and nobody gets any new ideas. In discipline, I don't think it would be any fun if everybody behaved the same. Of course, they need to follow rules, but I don't want everyone to sit in the chair with their left leg crossed over their right leg and they can only speak if they raise their left hand but not their right hand. So I think variety is good.

Resources

Diane was adamant about equality of resources: "Yes! Definitely!" As a native of the Southern town where she attended the State University, she experienced desegregation and its problems and she sees no reason why resources should not be shared equally.

> The black students did not have lighted football fields, their lockers didn't work, and they didn't have good textbooks. So they desegregated all the schools, they integrated all of the schools. That way everybody would have the same thing. And it caused a lot of tension within the blacks and within the whites because nobody wanted that. They just wanted equal resources. There was really no reason for integration of the schools when dealing with resources. There's probably other unfairness, better teachers may have been in the white schools. But when dealing with resources, everything should be allocated equally.

Culture Consciousness

Ideally, Diane would see "the aim of education in dealing with cultures," especially in foreign language education, as being "to make students aware of other cultures and how their culture fits in." However, she believed that in fact "education is gearing right toward the white middle class society," 'The [Diane's emphasis] American Culture' quote unquote, even different cultures within the United States." Diane recognized that she was too used to it to "even notice it" having been educated in this very school system. "I've been in the same school system all my life and that's the way that I've grown up. So I just continue and I don't even notice it. It's almost like 'That's how it is' grass is green, or whatever. It's just one of those things that you accept."

Foreign Languages and Teaching Methods

Importance

For Diane, foreign language teaching "is extremely important [Diane's emphasis] at all grade levels beginning as young as possible." According to her, one learns much more than a new language when studying foreign languages: "The more one learns about languages, as well as to speak another language, the more America will advance in education, technology, world affairs, etc. and the better our image will be as viewed by other countries."

Knowledge: Personal - Public

Diane was not too sure whether knowledge is influenced by the personal meaning learners give it. "I guess it would have to go with how you process information. I guess personal meanings do influence knowledge. What you have in your head affects what you take in."

Knowledge: Process - Product

Diane believed that the process of learning and discovery was more important than the end result of that learning process, although she found it difficult to dissociate one from the other.

> I think I put value on the process, because the process will influence the product. The product is directly related to the process, this is how I see it. I put value on the process in order of getting a good product. I do put value on the product, but I think first comes the process. So my priority would be process. I really can't say why process would have a value in itself, but it is still related to the product.

Knowledge: Problematic - Certain

For Diane "the information is independent, but the knowledge lies on [sic] the person." She believed that what people learn is influenced by pre-acquired knowledge. She gave as an example the concept of freedom and how differently it may be understood by an American person or by a French person, for in each case the word covers a different history and different realities.

> A person's pre-existing knowledge helps them obtain other knowledge, pre-existing schemata help them get and retain knowledge, processing through the existing schemata. Like 'freedom' . . . a French person has existing schemata of what French freedom is, so they may process the subject of American freedom differently.

Diane considered that "knowledge is open to questioning." She encouraged students to ask questions, because "it allows them to think." "I think the students need to be taught to question. If I tell them something and they question it, I welcome that. I don't think they're doubting me, I think they're doing this for their own knowledge, to prepare their own knowledge."

Learning: Integrated - Fragmented

When resting her judgement on how she learned throughout her own schooling, Diane would have clearly separated the various content areas of teaching. However, after attending university courses and reading research, she believed that school subjects should be integrated. She was not clear on how she would go about it, and she was aware that it would be difficult to implement, but not impossible.

> I think that as much as possible classes should be mixed or should overlap somehow. Classes [would] combine maybe geography and French and the teachers would team teach, both of them would do it together. I really don't know how you would go about doing that, especially starting from something that's already separated and trying to combine them. So I think that courses should be integrated.

As for skills, Diane believed that they are interrelated and should "intertwine."

> If you go in a linear process, you jump from one thing to the next, and even though it's taught well and you've learned it, you keep jumping from one thing. But when you overlap, you go back and you cover something or you add a little light to something. And you're bringing things back in. I can't think of a concrete example, but you probably touch on something that makes a student go: "Eh! remember when we talked about that? Now this adds a whole new dimension!" Whereas you don't have any chance to do that if things just go in a straight line and they never look back.

Learning: Social - Individual

Diane encouraged her students to work in cooperation. She felt that "working together does help out" and she "allows them to do group work." She kept the groups small, "no more than three or four."

Teacher Control/Pupil Input

Diane preferred to give her students a certain amount of autonomy in their learning process in order to maintain a higher level of interest. "If you're too directive and follow the same path, then the students know exactly what you're going to do. They get bored and they could probably do it without you."

However, she admitted that the teacher should give students some direction to avoid confusion.

> It's good to go with the flow of the students, because it shows you're involved in what they're interested in, and that helps. It makes class a little bit more exciting, and it gets everybody involved. But there needs [Diane's emphasis] to be direction or I think there would be too much chaos in the room, the students would go wild.

Ideally, she would like "a combination of both," direction and autonomy.

Additional Resources - Reliance on Text

Diane perceived her own teaching as relying heavily on the textbook, because of a lack of creativity.

> I tend to follow the book because I'm very low on resources. I also feel like I'm a very boring teacher, because I don't have anything that I can give the students that would make it fun, that would add a little umph or add a little surprise to the lesson. I wish I could find more resources, some things to add to the class. But right now, I'm pretty much following the book.

Innovative - Traditional

Diane tried to combine both traditional and innovative approaches in her foreign language teaching though not entirely by choice: "Often times I teach by a traditional method because I am a new teacher and do not have a vast variety of resources. However, when I come across a new idea, or when I am able to use various resources, I am then able to become innovative in my teaching."

Communicative/Proficiency - Grammar/Audiolingual

In her choice of methodology, Diane also felt constrained by her lack of experience. She would have preferred to implement a communicative approach, however she declared: "because of my lack of resources and

experience, I seem to rely on the textbook, giving my teaching a grammar-based approach." With a more advanced class, a third year French, she was "able to shift toward a more communicative approach because of their level of comprehension of the language."

Influences

Student Teaching

Diane felt that working full time in a school as a student teacher was a very valuable experience. "It showed what a different lifestyle it is to go from a student who had 10:30 classes and 2:30 classes to teaching from 7:30 to 2:30. It showed a drastic change in lifestyle. It was good experience, I believe it was good preparation for the real world."

Diane was delighted with the school to which she had been assigned. She was pleased with both the school and her supervising teacher. "That was great! I couldn't have been happier. Ms. Davis was just excellent and I really liked the school. The location was good for me."

Diane felt that the semester of student teaching had been a time of considerable personal growth and professional development. "I grew up a lot that semester. I matured a lot. I feel like I grew up a lot personally, emotionally and intellectually. It did help me grow and develop. I didn't have any expectations about how I would develop but I know I did, and I know I benefitted from my being there."

Student teaching was full of surprises for Diane, but in spite of those, it also confirmed two very important things for her. "I knew that I would not be shy in front of the students, and that was reinforced, I wasn't shy. I got along well with the students. The fact that I wanted to be a teacher was reinforced, which is a good thing."

According to Ms. Davis, student teaching had a strong influence on Diane's development as a teacher and her conceptions of teaching "changed over the semester." Ms. Davis felt that it was due in part to her attending workshops with her.

> We made the arrangements for her to be there, to observe, and know that this is important. I think she learned a lot of extra techniques as a result of that. She also learned that some of the problems that exist here are common in other schools as well, and she also learned some of the ways that different schools address different problems. She grew a lot. I think that it was a continuous growing thing with her, and toward the end, her enthusiasm toward teaching had not diminished in any way. As a matter of fact, she was very excited about working.

Ms. Davis felt that the semester of student teaching was a necessary transition between university and "real world" a necessary step to close the gap between "the classroom, university, and the classroom in the school system." "Without the student teaching experience, just to teach without it, would [be] a mistake. Without the student teaching phase, there is a lack of preparedness for the real world of teaching."

Supervising Teacher

Ms. Davis was a significant influence in Diane's development as a teacher. Several times, Diane mentioned that she did things a certain way, because "that is what Ms. Davis did" and that Ms. Davis was "a good role model." However, the most important aspect of Diane's relationship with her supervising teacher, is that "she was always there." "She held my hand the whole way through. She helped me, she stayed after school to help me plan, I called her on the phone, she never left the classroom when I was in there, she was always there to catch me if I fell."

Most important to Diane, Ms. Davis did listen to her, and paid close attention when she was teaching. "She never graded papers or did menial work or any other type of work when I was in the classroom, she paid attention to everything I did."

As a consequence, she could coach Diane closely and be of assistance to her in case of difficulty, even before a problem should develop.

> If I was in a tough spot, she was able to pick me up because she paid attention. If she hadn't been paying attention, then I would have fallen flat on my face, and would not have been able to pick myself up. That made a big difference to know that if I can do it, I can do it. But if I fail, I've got someone to help me.

Even though Diane often mentioned her frustration at not being in full charge of her own classes, she also pointed out that Ms. Davis "didn't overrule [her]." "She let me do it by myself, which is good, because when you get out in

the real world, you need to do it by yourself. So she let me do it, but she was always there."

Diane also perceived Ms. Davis's attention to her teaching as respect for herself as a teacher and for the profession itself. "It showed respect for the work I was doing, for the fact that I wanted to be a teacher, and it showed respect in the teaching profession."

Diane learned from Ms. Davis to give her best and her total commitment to the task at hand. "She did not do things haphazardly, and she did not halfway do stuff. She did it completely and that helped a lot. I had a role model that showed me you need to put one hundred per cent into teaching, and I like to put one hundred per cent into teaching. She was a good role model."

Ms. Davis was also a role model in her relationship with the students, and Diane tried to emulate her blend of caring and professional attitude. She discovered that she had much in common with her supervising teacher.

> I think Ms. Davis and I were compatible, we were very compatible. We had the same views about the students, we liked the same things, we liked to do the same things. I guess we had the same opinions and the same beliefs about pretty much anything. She did not have any prejudice in her, and that was a good example for me. Ms. Davis and I didn't clash in any way. It was really neat.

Diane felt that Ms. Davis's "moral, beliefs and characteristics matched [hers]." She was happy to work with a supervising teacher whose "moral and characteristics" she could "look up to." In that sense, Diane felt that Ms. Davis "helped [her] grow and develop." Another source of learning and admiration

was Ms. Davis's teaching skills. "She had a grasp on plans, school plans, lesson plans, what needed to be taught, how it needed to be taught. She had good resources and that helped me to grow well, to develop in my teaching strategies and in my other resources."

For Ms. Davis, caring was an important component in her relationships with student teachers and with students. "The student teacher needs to know that the supervising teacher cares about him or her and the students in turn need to know the same thing or have the same feeling about the student teacher." Ms. Davis believed that "the role [she] played the most in [Diane's] growth and development was helping her to tie in the ideas that she had with the ideas that were a little more workable in the classroom."

It was important for Ms. Davis to develop with the student teacher a relationship based on trust. "That student teacher needs to be able to come to you or know that you're going to be watching out for things that are not going quite well, and protect them. They need that."

Diane was aware of the "protective" role Ms. Davis played in the academic domain --"She let me do it by myself, but she was always there . . . she held my hand the whole way"--and also in her relations with the school administration and faculty.

> They had a few problems with [the school] at first, but Ms. Davis protected me from that, the racial problems and the changing of the principal. But Ms. Davis protected me from all that, and she protected me from the other teachers in case they wanted to say anything to me, or tried to say anything to me. She pretty much protected me.

Diane found it very frustrating to have to comply with her supervising teacher's rules, yet she "always [looked] at her for her approval." She did not feel free enough to try new things, new approaches. "I wanted to try my hand at something new, I couldn't, because it was just too much disruption in the class. And then the class would have to switch back in a couple of weeks to whatever Ms. Davis had originally planned for her class."

In spite of her expressed frustration at being constrained in what she would have liked to teach and how, while student teaching, Diane was given the opportunity to do some work on her own, and enjoyed it.

> The lessons that I made up with the video, I did by myself. I got the idea from one of my methods classes but that was my own doing. Nobody told me to do that. Now Ms. Davis said: "Why don't you incorporate the video?" So I did. As long as I covered what needed to be covered. I did have some control, if I wanted to use the video, or use the overhead projector, or do a listening activity with the cassette tape. As long as I covered what needed to be taught, I did have some control.

The main constraint which Diane strongly resented was that the classes she taught were not really <u>hers</u>. It was for her a painful source of frustration, which did not seem to be alleviated by her getting along extremely well with her supervising teacher.

> I could not venture out and start my own discipline policy or change a few classroom rules. I could not do that because it was not really my classroom, which again was a little frustrating. That was really about it, is that it wasn't completely my classroom. When we shut the doors, it wasn't my classroom, and I couldn't do what I wanted. That's really about it.

Diane perceived Ms. Davis's expectations as very high, and although she saw some value in being made to strive for higher achievement, it consequently was a source of stress.

> Ms. Davis expected a lot. She almost expected perfection which gave me a little bit of stress. I was worried about it, because she is pretty much a perfectionist, she does everything to a T. Because Ms. Davis expected so much, because she expected me to go so high, I was able to work hard and strive that high. I was able to strive for perfection. But she expected a lot of me, she did.

From Ms. Davis's viewpoint, she encouraged her student teachers to depart from her own pattern of teaching, and work with their own ideas. She believed that the "freedom to do that is so important because that way the student teacher doesn't feel that he or she has to pattern himself after the supervising teacher and it gives them that room to grow and develop and become their own personality in the classroom."

Ms. Davis recognized that "we have guidelines that we must operate in." However, she felt that student teachers were given the freedom to "try out" anything "that they feel is a good technique."

College Coordinator

Diane felt that her college coordinator also played a part in her development as a teacher, on her own, and through the opportunities she created for the student teachers to share experiences, between themselves, and with former student teachers. "[She] helped me to grow and develop. I think it's just on a personal level, just because we're friends, which means a lot

to me. The discussions that [she] let us have in our groups, just discussions [she] had with us and let us discuss helped us, helped me grow."

Diane described her relationship with her college coordinator as being comfortable, close, trusting.

> There is a closeness [she] had with us, maybe it was because we were a small group, but that closeness was a lot. [Her] expectations were not too high, they did not add any stress to school. It really made me feel great at one point when I said that [she] had come to evaluate me, and she said: "I'm not here to evaluate you, I'm here to observe and to watch you teach." And it was a very comfortable relationship. I was expected to perform up, to perform as an educated teacher, to perform in my content area, to be prepared in my content area. I was expected by [her] and by the supervising teacher also to know my content area, to know my material, to speak in French throughout the class period, but there was nothing demanded of me. [She] asked that we keep the journals, but [she] didn't put [her] foot down and said: "You must [Diane's emphasis] do . . . anything." And it was a very comfortable feeling to find out that [she] was not here to evaluate us for an A, B, C, D, or F. [She] was here to observe.

Other Teachers

Diane appreciated the way other teachers in the school welcomed her and shared their experience and their classes with her. "The faculty was very receptive and very friendly. They welcomed me into their classrooms which gave me a variety of teaching strategies and ideas and personalities."

Ms. Davis believed that "there were many influential situations" in Diane's student teaching semester. However, she felt that her involvement with the sponsoring of the Student Council was "the biggest one." It gave Diane an opportunity to play a

> leadership role, which involved not only the whole student body, but the whole faculty as well, and being able to work [with] and relate to those faculty members and administrators in terms of getting information, deadlines, etc. I think it was very influential for her. She had that confidence about her after a while whereas they respected her and they got things going. And she developed a rapport where she could ask for any favor or any assistance from not just me, but anyone. So I think that was very beneficial to her in terms of building confidence.

Previous Schooling

Diane grew up in the school district where she was student teaching and while growing up, she had friends who attended the school where she was appointed for her student teaching semester. She was familiar with the workings of the system and with the school population, and knew what "a lot of people who are out of town don't know." "I was familiar with the school setting. I knew how public schools in [this town] was. I knew what [the] parish school board was like. [I knew] the busing, the racial desegregation. Being in [this town] all my life, I knew what to expect from public schools."

University

At first, Diane believed that her university courses had helped prepare her for student teaching, although she would have liked to have learned more about class management and discipline, and about more "practical ways" and less idealistic situations.

> My methods classes, teaching mini lessons at V High, helped. We did one or two. I believe the methods classes helped me. I wish that we could have talked more about classroom management, along with presentation of material. I learned a lot of neat ideas in my method courses about presenting material, but some of it was not practical. I don't have the time to make a giant cute colorful poster every time I start

> a lesson. And I wish I had been taught more practical ways to introduce a lesson. I wish I knew more about the overhead projector. I know how to use it but I don't have anything to put on it. I don't know if I should write on it rather than the chalk board or what. But I wish that we could have had more practical lessons rather than big, cute, colorful lessons in my methods class. Yes, I still have all the posters that I made for my methods classes, but I haven't been able to use them.

Diane did not see any problem with her knowledge of the content area, French, but she did feel limited by her skills which reflected her lack of experience. She wished she knew more than one pattern of teaching, and was hoping to improve "by observing other teachers." Eventually, she was disappointed that what she had learned in method classes had not been more useful.

> I feel I know my content area. The only thing that limits me is . . . I have this one pattern, that's all I know. If I had other ways to do it, that's the only thing I'm limited in, it's my inexperience, that's what it is, my inexperience in teaching. I teach as I learned at [my student teaching school]. All I know I learned under Ms. Davis. That's the only way I know how to teach. I observed other teachers for a class period, two or three class periods, but teaching under them would have made a big difference.

She felt that what she learned from Ms. Davis "did override" what she had learned in her methods classes. "What I learned in the methods classes I really enjoyed, but when I saw it was never done in Ms. Davis's class, I never learned how to really incorporate those activities in Ms. Davis's class. So I just let them sit in the corner, and I have not been able to use them yet."

Ms. Davis believed that Diane came to student teaching with skills which allowed her to work at a good level and to grow from there.

> [She came with] a working knowledge of how to handle some of the presentations. Her background in the language, her education and preparation and everything was very good. [She was] very charismatic, she was very open, very receptive, and willing to learn, and I think that that is one of her really outstanding assets. Whatever the teaching job or responsibility was, she dove in a hundred percent. Having her by my side was just an asset. I called her my co-sponsor. She worked very diligently. When she first came, she knew what kind of things were involved in the learning process in terms of acquisition of the skills for instance. I think she did not know all that went into it. "How do I do this, how do I get this over to my students." I think she was just overwhelmed to find out we had so many resources here.

However, she found her lacking in one important domain: class preparation. "In terms of planning, the long and short term planning, those were areas of weakness. Planning was not one of her strong points. Her biggest concern was: 'What's the best way to do this?' not having the confidence on her own to come up with the idea at first. But of course, that developed. I feel that she really [acquired the skills]."

Deadlines and organization in planning were difficult. In Ms. Davis's words "Diane is a free spirit" and "a free spirit person sometimes can be a challenge to tie them down to deadlines." Ms. Davis did not think that "it caused frustration so much as it just demanded responsibility, and as far as I can remember, that was our biggest area of work and improvement."

Ms. Davis believed that the university fell short of adequately preparing education majors for student teaching in that particular domain.

> A little more attention needs to be directed in the methods class towards the paperwork. Enthusiasm to teach is just super great, but there are so many demands made for us as far as our planning, our deadlines. The student teachers basically come very enthusiastic, but when it comes to

> planning, it's not that relaxed, writing down things and getting it checked and approved . . . just to be able to get organized . . . try to stress with them . . . write things down, organize on paper . . . and when you stand up, you have less butterflies in your stomach, because you know what's going to come first, second, third. I think it puts them at ease to know that that prompt is there, whether it's required or not.

Another area which was a source of constraints for Diane was her lack of experience in pacing her lessons of which Ms. Davis was very well aware. "You cannot tell them that ahead of time. It's something they need to experience. The flexibility of being able to say: 'This is going too fast, I need to slow this activity down.' Certainly, over a period of time [Diane] was able to do that."

Diane was well aware of the university's demands in her student teaching program, and she thought that they were reasonable and justified. "The expectations were not outrageous by any means. They were what needed to be done. I think [the hours required] were adequate. It was genuine. Like I said, it wasn't outrageous and it was something that needed to be done."

Other Student Teachers

Diane believed that she was much enriched by sharing her experiences with her peers. She felt she benefitted a great deal from the regularly scheduled small group meetings, and from additional impromptu meetings with the other student teachers and with former student teachers now teaching in their own classrooms.

> All of us together gave each other ideas and input and I think we grew together as well as we grew ourselves. Each time we met, that always helped. It helped me reflect and it helped me think back which therefore made me grow, whether I threw something out or took something on I was growing in that way. So it was the small group meetings that really did it, and the discussions that [our university supervisor] initiated. That was a good growing process or developing process.

School Administration

The school basically expected Diane to be a teacher and treated her as such. "Their expectations were for me to act as a professional, to act as a teacher, as an authoritative figure. I was to attend the faculty meetings. I was treated as a faculty member. I feel [it] is good because that is how you act in the real world."

Student Teaching

Length of Student Teaching

Diane did not respond directly when asked whether one semester of student teaching was an adequate amount of time. She only talked about how relieved she was when it ended.

> When we finally finished student teaching, Claire and I got together and we looked at each other and both of us said: "If I had to do it again, I wouldn't do it!" Now that I look back, of course I would do it over, because after you've gone to school for four years, of course you're going to finish that one semester.

Ms. Davis thought that "one semester [of student teaching] is sufficient" for a motivated student to learn and gain enough experience to be able to handle a regular teaching load. If extended on a longer period of time, Ms. Davis felt that the student teachers might "wear out" and "become frustrated."

However, she believed that the semester of student teaching should be devoted to just that, student teaching and nothing else, no university courses, no additional job, for "it may take away from the time and the concentration needed working with your lessons."

Most Important Thing out of the Student Teaching Experience

For Diane, the greatest impact of her student teaching was "personal." For her, "it was an unbelievable [Diane's emphasis] growing experience, emotionally and intellectually" as witnessed by family and friends around her. An important part of this experience was gaining an awareness of the responsibilities teaching entailed.

> It sounds too big to say that the future of the students was in my hands, but in a way, I had an effect, and I had to act accordingly, because I was going to make an impression. Someone in there was going to leave remembering something I did, whether it was good or bad. So I had to really be on my toes and I had to watch what I did, because I may just make a difference, bad or good, in somebody's life. It was an unbelievable growing experience for me . . . it was just really unbelievable how much I grew! . . . It just amazes me. . . . It's kind of scary. It was a good growing experience too.

And if we look at the students own evaluations of Diane's teaching, it is evident that she did have a serious impact, a positive impact, on several of her students.

Participant E - Ellen

Background

Ellen was the youngest of the five participants. She was not 22 yet and married three months prior to her semester of student teaching. She was born

and raised in a suburb of the major Southern metropolitan area where her university is located. She attended her neighborhood public schools through elementary and middle school. In high school she was enrolled in one of the most selective and competitive independent schools in the South, located in her home town. She graduated in 1986 and attended the major state university also in her home town. While enrolled in college, she was very active in various extracurricular activities including a sorority and the university French Club. She worked as a gymnastics instructor, as a French tutor, and was employed at the university's Alumni Center. She did not hold any employment while student teaching, but attended a one hour course once a week.

Her short term goals included graduating then getting her "first real [Ellen's emphasis] job!" teaching French and/or Life Science in a middle or high school, getting a Master's degree in French Education and "possibly Biology Education." She would also like to write a text for middle school French. As a long term goal, she was planning on earning a PhD in Education.

Although Ellen started her college education as a pre-med student, she decided to become a French Education major when she failed Organic Chemistry. Having always enjoyed working with children, she realized that her interests actually lay in education. "Teaching was definitely more my style. I've always enjoyed working with children and I've also loved French, if you consider love as making A's."

Ellen had gained some experience working with children of "all ages" for seven years, teaching them gymnastics, and had then discovered the joys and rewards of teaching. "It's nice to see the understanding 'click' in the child's mind, like how to tum your hips in a cartwheel."

Ellen's enthusiasm for teaching and foreign languages was remarkable and a major asset and leading force throughout her student teaching experience. "I might be full of enthusiasm now but I intend on having it when I am seventy as well. I believe that a teacher's job is one of the most important positions a person could have, so why not be enthusiastic? Adolescents need this kind of person to encourage and motivate them, especially in this day and time."

As an adolescent, Ellen had travelled to Europe on several occasions with her gymnastics team and her family had hosted French and German gymnasts. She wished all students could enjoy similar experiences, or at least would become knowledgeable about other cultures. She considered it her responsibility as a teacher "to give the students the chance to learn about and if possible come in contact with these cultures."

Ellen considered her creativity and her enthusiasm as well as her being an "empathetic listener" as her greatest assets as a teacher. "The one personal quality that makes me confident that I will be an effective teacher is my creativity. I know that kids want to have fun at what they do. So I plan on

making their learning experiences as painless as possible. My enthusiasm will lead the way."

Her greatest concern was her lack of confidence. "My low confidence level has left me somewhat apprehensive about how well suited I am for teaching." She was also anxious about her knowledge of French. Although she had "done well in French at high school and college" and received A's and B's in all her French classes, she believed that her courses had not prepared her adequately, and she was "still afraid to speak French with a native speaker." As a result, one of her goals as a teacher was "to teach the students how to communicate."

An even more serious source of anxiety was her very strong concern about discipline and her ability to handle it "in an appropriate manner." She admitted being "easily intimidated and afraid of a large audience." In her college preparation, the component she valued most was the opportunity to practice teaching, and she was looking forward to her student teaching experience as a chance to develop the confidence she painfully felt she lacked. "Although I was sick to my stomach before teaching each French or Science lesson, I made it through the experience, and I loved teaching." As a consequence, she wished she had had more opportunities to practice teaching in a more protected environment, among peers, before starting student teaching. "I believe that more clinical experiences should be required before a person can do his or her student teaching. With more chances to teach

children and peers, confidence levels could be increased and errors could be learned." Ellen went into student teaching with the hope that her "constant presence in front of the class [would] ease [her] fears and give [her] the confidence that [she] needed." She expected that "teaching French and perhaps Biology [her minor], [would] be hard work, but worth every minute."

Ellen was the only student teacher assigned to middle school. She came to student teaching with idealistic views and consequently, she was very disappointed and often discouraged. She was disappointed when she met her students. She thought they "would be more excited about learning, more interested in French." She was also surprised that so many would simply not do the assigned homework. Throughout her student teaching semester, she struggled with discipline and trying to motivate her students.

> I expected more of them, and they didn't I guess fulfill that. Some students sat there and would not do anything, and that's upsetting because you have to think of "What can I do to get these kids to participate?" I should have realized that they don't do homework. I think I improved slightly with my discipline. I learned you need to be strict from the very beginning. I need to work on that. I learned to be more clear in my directions.

Ellen lacked confidence in her knowledge of the language she was to teach, and was "very scared." "I feel very inadequate in my subject matter, so I was really nervous about teaching. I really thought they were going to laugh. I was scared that some of them would know more than I. I didn't think I knew enough to teach them. I was scared about that. But they didn't know as much as I thought." In addition, Ellen was very much aware of her youthful

appearance, and she was nervous about the very idea of having to stand in front of a group and teach. She realized that she had some problems fitting the image of a teacher as an authority figure.

> I was just scared to be in front of a classroom. I was so glad I got middle school, I don't know what I would have [done] in front of high school students. I guess I just feel young, I look young, that's not helpful. So I was just really scared they wouldn't respect me. But eventually, I think they did grow to respect me because I was a teacher. At first I'm sure some of them thought I was a new student there, and that was kind of hard.

Ms. Elliot, Ellen's supervising teacher, acknowledged Ellen's idealistic hopes and greatly valued her enthusiasm and creativity, while realizing the difficulties which might ensue.

> Ellen came in with wonderful enthusiasm and great ideas, very idealistic. She was going to be a great French teacher. And she had a lot of enthusiasm, a lot of creativity. When she actually got into the classroom, facing the reality of standing in front of thirty kids who really didn't care, who didn't want to learn French, who were put in that class because that's the way they were assigned, that was hard [Ms. Elliot's emphasis] for her to cope with. And I think she sort of had to start over again, start out from the basics. Learning the classroom management skills, which she really had to work on, and she also had to work on her French, and using different methods. Then she found that she could use her creativity better. And at the end, she was a remarkable teacher. She was outstanding!! But she had to put away her idealism, which is unfortunate I think. It's a slow process, it's a frustrating process. I know she was about to give up a couple of times, and I was, a couple of times. But we got there.

Teacher Role

Teacher Image

Ellen could not think of herself as a teacher when she went into student teaching. She still very much was a student. She identified with the students

more readily than with the teachers. She wanted to be liked and to be a friend to the students.

> I had been a student for so long. [When] I went in I really wanted these kids to like me and I think I wanted them to like me more as a young person than as a teacher. So that's what kind of got me off the handle with the discipline. They're not looking for a friend, but I didn't feel like a teacher. But after a while, I did. By the end of the semester, I felt as a teacher. Of course! I was a teacher! I had [Ellen's emphasis] to feel like it. But that was a strange thing to overcome, because I'm not used to being an adult figure. It was weird becoming an adult, even a professional person.

Ellen's image of a teacher included being there for the students when in need of support. "I would love, if a student was in trouble maybe. I definitely want to be there for that person, because I think a teacher should sometimes play that role."

Ellen enjoyed working full time as a student teacher, sharing the life of a school on a daily basis. However, she found the days lengthy, and was somewhat overwhelmed by the amount of responsibility and work. "I liked being all day, [but] waking up that early was definitely a shock. I would stay till 4:30 most of the time because there's so much to do. I don't see how teachers leave before then because there is so much to do after school." She assumed that "most teachers didn't have to prepare lessons like [she] did." "I mean, I was doing it from scratch, and they already had file cabinets with their lessons from years before. But you have a lot on your mind."

Through student teaching, Ellen discovered that the teacher's duties also entailed some tedious routine daily chores: grading papers, preparing lesson

plans, writing the absentees, "and lunch duty, you're always on duty." "I can understand why some teachers get burnt out, because of the daily routine."

She did find one redeeming factor: "You learn something different in school every day with the children so that should be able to balance out the tediousness of the daily, weekly life of the full time teacher. But I can see how some teachers might get bored of it."

During her field experience, Ellen did not feel any personal constraint in order to fit the teacher image. "It's not like my personality conflicted with my role as a teacher. I was able to act the way I usually act. I felt pretty comfortable with myself."

Ms. Elliot pointed out that when Ellen had to call the parents about their child for a disciplinary problem, "she was terrified" [Ms. Elliot's emphasis]. She was concerned that they might not believe that she was "the real teacher."

What to Teach and How

While student teaching, Ellen simply followed in her cooperating teacher's footsteps. At the end of her field experience, Ellen had written out how she would want to teach middle school and high school. "I think I'd like to teach it in functions, like going to the train station, going to the restaurant, etc...I wouldn't teach it just vocabulary."

During her student teaching experience, in middle school, Ellen had the opportunity to see that Ms. Elliot "already had what she wanted to teach." Ellen "just came up with different ways to teach it." Since there were no books for

this level, Ellen felt that they "had all the freedom in the world, bringing in different supplemental materials."

When considering who should make decisions about what to teach, Ellen believed that "it should be a committee of a lot of people." However, she thought "teachers know most of what should be taught" and therefore "they are the people that really [Ellen's emphasis] should have the decision of what's being taught because they know best what should be taught." "A committee should have a little bit of everybody, administrators, parents, but who is going to know better what to teach than the teachers? Maybe general topics, like we want them to learn culture, but specifics the teachers should do."

Ellen was open to suggestions on how to teach, but she believed that this also should be the teacher's decision. "The parents can come and observe the class and give suggestions. She should listen to all suggestions and criticism, even suggestions from the students, but she's the only one that's really going to know the things that work best for her and her students."

School Rules and Regulations

Ellen believed that school rules should be followed: "Why would they need an administration if nobody followed the rules?" However, she did not mind "small infractions" on occasion, like rewarding a good job with candy. "But I don't interpret them how I see fit, I usually try to follow the guidelines, the rules."

Ellen thought that "rules are important" because "the kids need to have some types of rules to follow." In that sense, she believed that the school helped prepare children to live in this society: "we have rules to follow in society, they should have rules to follow in the classroom, in school really." But "if you're going to have regulations, they need to be reasonable." Ellen did not agree with rules she did not consider "important." For instance she did not approve of sending home a student for wearing the "wrong color belt." "I'm sorry, but her missing school is a lot more detrimental than her wearing the wrong color belt."

Not only did Ellen believe that teachers "are the ones that need to enforce" school regulations, but she also thought that "teachers should have the right to play a role in what regulations are written up for the schools" because she does not want to enforce a rule of which she does not approve. "i would enforce the rules I believe in and of course I'll have to enforce a couple of rules I don't believe in too, I'm sure."

Teacher/Pupils Relationship

Ellen preferred to work closely with her students. She was convinced that when closer to the students, a teacher "knows more about them and how they learn." Ellen's attitude toward teacher/student relationship evolved as the semester went on. Retrospectively, she was aware that she had started the semester "trying to get to know them more personally too soon."

> I think that I should have kept, put a professional distance from the beginning, and then slowly start getting to know them as people, but I just jumped in too soon. I wanted them to like me. I don't think it's the way to go. They don't have to like you, they have to respect you. I had my goals mixed up. I realized it, but it was too late.

Therefore it was a struggle throughout her student teaching in middle school to find the proper balance, and because of the age difference, she believed it would be easier to do so at the elementary level.

> I like to work closely with my students, but elementary is easier to work close. The age difference is greater so it's easier. They think of you as their mother. They need the attention. If that's what helps them learn. Middle school, you definitely have to keep a professional distance. In high school the same way. You cannot have too close a relationship, [but] you should know what's going on in their lives, so you can work closely with them, because if they know you better, it's more of a relaxed situation, it's not as tense in class. But you cannot be their friend. I think we should be close where they can feel they can come and talk to us about problems at home that might be affecting their school work, any problems that have to do with their school work.

When Ellen started student teaching Ms. Elliot was immediately aware that "she really wanted the kids to like her." However, when it started creating problems, Ellen had to modify her relationship with the students.

> She started off being very nice and I think kids loved her. Then she realized she was not in control of the class, then she made an abrupt change, found that she would actually gain by not being nice, she would gain better classroom control. It's sort of like she started off being very impulsive, very naive, then had to pull back from the kids, really pull back hard, and then let herself go again.

Ms. Elliot thought that these changes were a necessity for "survival. She had to. What she was doing was not working and she knew that." Ms. Elliot found it "hard to describe the process because it was in small increments."

"We talked a lot and I am very thankful for her to try different things. The main [thing], she talked, she questioned everybody, questioned all the teachers: 'How would you handle this, how would you handle that?' And she stayed open to trial."

Teacher Control/Pupil Behavior

Class control was one major problem for Ellen throughout the semester. She worked at it, was often discouraged, but with a lot of determination revised her original position, analyzed her errors, accepted suggestions from her supervising teacher and her college coordinator, managed to conquer her weaknesses, and went through a tremendous growing process. "I would have liked to have had more control, but you hear of it, the teacher should be the facilitator, but you always need to have control over the class, even if they are doing group work, so it won't break out into chaos."

At the end of the semester, Ellen believed that the teacher "should have control of everything that's going on, should know everything that's going on." One of Ellen's consuming task was discipline, and it seemed to pervade every minute of her day. "You just have to constantly be watching for kids to do something horrible. It seems like you're just always watching, looking for them to do something, and they usually do something."

After her initial shock and disappointment at the lack of motivation and discipline among the children, Ellen was rather pessimistic as to the potential of students, but she was aware that she was "generalizing." On the other hand,

she wondered whether it was not a consequence of the students not being treated with enough confidence. "Maybe we don't expect enough of them. If we expected more of them, maybe they would fulfill what we were expecting. I think they don't expect anything themselves."

Discipline and motivating the students were to remain Ellen's main concern throughout the semester: "I don't know what to do, so it's a puzzle for me, that's a big order."

Ms. Elliot watched Ellen's struggle to conquer her problem with discipline.

> It took time for her to feel comfortable in front of the class. She tried everything. She tried throwing the books on the floor, she tried yelling and she tried not yelling, and she tried everything until she found what worked for her. I think she found in the end what I think most teachers find, just being quiet, and asking the kids, not yelling at them, and just waiting.

She understood Ellen's difficulties: "I think it's hard for a 21 year old to come in, not feeling very much older than these kids themselves, and having to discipline them. Especially with a gentle disposition. And she had little baby features."

Being "a fairly new teacher" herself, Ms. Elliot also understood that "it's very hard to come in and understand the discipline policy of a school." She realized that Ellen had to learn the set procedures of her school, and eventually she did, eventually she did "a better job because she was really following the rules."

Teacher/Parents Relationship

Ellen would welcome parents in her classroom "any time they want." In fact she would strongly encourage them to come and get involved in her classes.

> The more parental involvement the better. I will definitely recommend my parents to come in anytime they want not only just to observe the class, to offer suggestions, to check their child out if he is misbehaving. I want to get my parents involved with as many things as I can, even maybe have a pair of volunteers once a week in the classroom, just doing anything. Also I would really like to have maybe one day a week a French class for my parents, so they can help their children at home.

She also believed that parents should be involved in the running of the school. But this is where she set a limit to parents' involvement in her classroom. "I think the parents association, they should have an input into what's going on in the school, but not in my particular classroom. I think I should listen to their suggestions, listen carefully to them, but I would have decided what I would or would not do."

Ms. Elliot pointed out that after Ellen familiarized herself with the school disciplinary procedures, "she would call the parents" herself.

Children and Learning

Children Diversity

When she started student teaching, Ellen "knew students were diverse individuals" but she "didn't have as many ideas about what to do."

> I didn't individualize as much as I could have because I didn't get a chance to do learning centers and I knew I couldn't do everything at once. It was pretty much whole group teaching. I knew who the slower

> students were, and I would try to spend more time with them, and I tutored some children after school. But as far as really keying in on their high points and their lower points, I didn't really do as much as I could. I did different things in different classes to accommodate for the different types of classes, but as far as individual students, I didn't do as much as I could have.

Ellen recognized that "not all students are the same, and all students learn differently." In order to respond to such a diversity, Ellen believed that it is necessary to "use a variety of teaching methods." She also thought that "learning centers are a good idea" and every person's unique skills should be used in the foreign language class.

> Like that little boy who is a good artist, make sure I use him to maybe do a bulletin board, just to show that he does have a skill somewhere in French and he can use it in the French class. You've got to make sure that they know they are individuals, and that's good, every person has unique skills.

For those students who are more structured, "give them grammar if that's what they want, but of course, you need to make sure they're learning the other important things too, make sure they get the needed help in the other areas." "I would like to do that in future programs, just make sure I individualize my instruction."

Ellen was happy that her school gave her "a chance to work with a variety of students": "I liked being exposed to the public school system again and seeing the difference in students and they were very different I think. A lot of them were middle class, but then there were some lower class students, so I thought it was a great school."

Although Ellen was aware of diversity among students, she also pointed out some common traits, which in turn became new classifications. She did not seem to be able to avoid that, even though she perceived it as "unfair."

> There are some general things about them [students] too. As a general rule, I would say a lot of them are lacking in responsibility. Some of them are interested in learning. That kind of general classification. Students are unique, but you could just classify them in categories, like lack of responsibility, lack of motivation, but that's kind of being unfair.

Because of the unfairness she pointed out, Ellen said she tried to avoid labelling students.

> I don't classify kids as 'low level kids' or 'low income kids.' No, I usually don't classify them as that. It's not fair classifying them. I expect the students from a low income family to do their homework just as much as I expect a high income student to do his homework. A low income student has to work, to have a job. Then I would make some type of arrangement for that student.

Curriculum

When asked to consider whether all pupils should be exposed to the same curriculum, Ellen considered what would be a core curriculum and electives. She assumed all schools would operate the same way. She believed all students, regardless of their achievements, should be offered the same curriculum.

> I think they should be exposed to the same curriculum, and as far as electives go, they should be able to choose. Like foreign language gets directed to better students? Actually what they said in one of the workshops is sometimes students who can't read they can do wonderfully orally. So, yes, they should get the opportunity. I think all students should get the opportunity to take all the electives they want. They need to do well on the main subjects, but still they need to be able to explore. Just because they can't do well in math doesn't mean they

won't do well in foreign language. So I think they should get the chance to be exposed to all the different areas.

Pupil Behavior

Ellen looked at the question of: "Should standards be the same for all students?" from the viewpoint of foreign language teaching. She first expressed that they should be the same, then she elaborated on that as far as the tests were concerned. She did not feel that a test involving reading would be fair to the student who could understand and use the language orally but could not read it. She felt that only by "testing all the areas, listening, [speaking], reading and writing" could a test be relatively fair. "I think that they should have chances to test in the areas that they can do better in, and as far as math and science and all that I guess the same thing goes."

In terms of behavior, Ellen would like to see the same standards applied to all students: "You have to be fair and consistent."

Resources

Ellen believed that material resources should be shared equally among schools and students. As for time and attention, "I think they should be definitely spread equally. I think time, and attention, and resources should be shared."

When discussing solutions to inequity, Ellen focused on the problem of busing. "I think busing is not fair. You're bringing them in a neighborhood

where they don't belong, where they don't feel they belong. That puts them on a defensive automatically. I don't think busing is a good solution."

Culture Consciousness

Ellen had a difficult time identifying her own position on whether the aim of schooling is to socialize pupils to a common culture: "Gosh! That's hard! I don't really know too much about it." She believed that "schools do socialize students into one culture", attempting "to teach them responsibility and to be good citizens." She wondered whether this meant "a culture for white" in which case, she did not agree with this agenda. "It should not do it. I don't think they should want to clone everybody. Like for example what's happening here [with the Cajun culture]. I think students should be able to learn about the French culture and those who are Cajun should be able to keep that culture and remain how they are."

However, Ellen did not "think that the school is trying to change their own languages or their own beliefs" whatever ethnic group is concerned. "I think we're trying to correct incorrect grammar." Ellen gave as an example the sentence "Who dat is?" She believed "that needs to be improved."

> But it is not "white" grammar, it's universal grammar. Now they want to say "You dress fly" which is "You're dressing cool" If they want to say that, that's fine, because that's not mistaken grammar, it's just their expression. So I don't think anybody is trying to change that. If they want to say that, that's fine. Of course we're going to let them keep their individuality, their uniqueness which each culture has. I don't know, I'm not too sure.

Foreign Languages and Teaching Methods

Importance

Besides being personally fascinated by foreign languages and cultures, or perhaps because of that, Ellen strongly believed in the value of educating Americans in foreign languages and cultures.

> I find this language and culture [French] quite fascinating. I guess it's because it's so different from our own language and way of life. I think all students should be exposed to another foreign language and peoples. They should have the opportunity to learn other ways of life exist.

Knowledge: Personal - Public

Ellen believed that "Yes! Definitely! Knowledge is very personal."

Knowledge: Process - Product

Ellen strongly believed that "the process by which the pupils arrive at the answer" was more important that the answer per se. In foreign languages it translated in the way she handled errors and their correction. In that, as in other aspects of her teaching, she followed Ms. Elliot's example.

> Me and Ms. Elliot were never usually correcting pronunciation. As long as they're trying and putting some effort towards arriving at the answer, then you shouldn't correct them because I feel that correcting a student in the middle of a statement kills enthusiasm. It means you are not listening to their whole statement, you're not really listening to what they're saying. You're listening to the words, and not the real meaning.

Knowledge: Problematic - Certain

Ellen believed that knowledge does exist independently of whomever owns it, yet it takes shape when interpreted by the learner. "Knowledge exists independently of the people, but they're going to interpret it in completely

different ways. There is some knowledge that is in a box that can be passed on, but the more important knowledge is not like that at all. They need to be able to interpret it in different ways."

She brought up the metaphor of "the mug and the jug method" presented to her by a former teacher of hers, as an example of the way she would not want to teach.

> The kids are the mug and you're the jug, and you pour the information into them, and that's all that happens. Kids would be robots when you taught them that way, and I don't think that's the way. I think you should use the higher level thinking skills in foreign languages. it's the kind of learning when they explore and discover for themselves. i wouldn't want to teach just by giving them the information and expecting them to memorize it for a test. That's not thinking. And these students today, they don't know how to think for themselves, so you need to let them use their minds and explore different possibilities for one answer. I mean for a question, there shouldn't be just one answer.

Ellen was convinced that "we wouldn't know anything if we never questioned anything." Therefore she encouraged her students to question. "They definitely need to question. They need to ask 'why?' Knowledge should be questioned, I don't think it should be set. They should be very curious."

Learning: Integrated - Fragmented

Ellen believed that all subjects are closely interrelated. "You can't teach a subject without bringing in another subject. In French you teach geography, you teach history, you can teach math, you can teach science, you teach art, you can teach dance, all subjects should be tied together. They should be integrated. It makes them more real."

Ellen believed that skills and content should not be fragmented either, and she thought it was especially so in foreign languages. "You should definitely, especially in French, you should tie in everything. It should be like a spiral. You should try to make everything tie in as much as possible. You should build on what you're teaching."

Learning: Social - Individual

Ellen liked to have her students work in small groups. However, she was also aware that some students produced their best work when alone.

> Some people work better alone, and some work better in groups. But it depends on the activity. Like communicative activities, you can't do it without a group. I think you have to [encourage interaction between the students] especially when you're teaching a foreign language. Communication is the ultimate goal. You can have structured group work. You can have them write dialogue and skits. You need to start with some structure and then they can be more creative and maybe write their own skit. But just ways to get them to talk to each other, pair work, or small group work.

Teacher Control/Pupil Input

Ellen did not think of control in terms of discipline only, but also in terms of what and how to learn. Ellen was aware of the necessity to follow the curriculum guidelines but she was also ready to listen to students suggestions and introduce those in her program of study whenever possible.

> You're going to have to have some direction because you have to follow the curriculum guide, and goals and objectives. Yes, you do have to channel what they learn. But I think definitely they should have the say so if they want to learn about another topic. Just kind of be spontaneous with things like that but you do need to have some type of plan to follow, but definitely ask their input. Maybe that some of the things they want to

> learn never occurred to you and you would find it interesting to teach them too.

She believed that students should "be able to have some input on what is being taught, but the teacher is "the one who ultimately decides what can be taught."

Additional Resources - Reliance on Text

Ellen thought that reliance on a textbook was very confining. She thought it was not good for the students, yet she liked the security it gave the teacher. She recognized that the latest textbooks offered a wider choice of material, resources and methods, but still constrained the teacher.

> When you do have a textbook, you're very confined. I like textbooks because it's easier for the teacher, but I don't like textbooks because it's not good for the students. Because some teachers sure seem to get tied down in the textbook. You tie the students down and you tie yourself down. Of course these days, the textbooks are better. More recent textbooks have so many supplemental materials, they have the computer, they have all the workbooks, all the communicative activities, the video, so you have a lot of freedom to use whatever you want. But they do restrain.

Ms. Elliot pointed to the negative aspects of not having a textbook, and to the extra work it required from the teacher. "When you don't have a textbook, you have to put everything together. It's really hard. I think that might have put some constraint."

Influences

School Assignment

Ellen did not learn until the last minute that she was going to be student teaching in the middle school where she eventually was assigned. Originally, she had been assigned to an inner city high school with a reputation for being rather rough. "I was very nervous about where I was going to be placed. I was going to be at E. High, and I was nervous. I was nervous about getting into a high school because I knew it'd be tough in there being an authority figure in a high school."

Ellen felt very fortunate when she learned that the supervising teacher at E. High had left the school--moved out of town--and she had been reassigned to a middle school. She repeatedly expressed how happy she was with her new assignment. "I was so happy to get into middle school. It was somewhat easier. It was a nice area."

She "always wanted to teach middle school." However, middle school was "just not what [she] expected": "I didn't expect the kids to be so uninterested in certain topics like French for Instance although there were some that were really interested."

After the semester ended, Ellen did not feel she would want to teach middle school again. "I went through the phase: there's no way I'm teaching middle school." Then she kept "going back and forth." All considered, she believed that "it's a great school." "It did give me a chance to work with a

variety of students. It has a wide variety of extra-curricular activities too, and the cheerleaders, and the different clubs and choirs. So that was really good to see how different students do get involved in different organizations."

Ellen was also delighted with her supervising teacher, and the few rough spots upon which the relationship came on occasion only strengthened it. In the end, Ellen believed that "the school was ideal and I think the cooperating teacher was definitely ideal."

Supervising Teacher

The relationship between Ellen and her supervising teacher started on a very high note: "The first week, we really hit it off, she was super nice." Then as the pressure mounted, problems developed with discipline and Ellen felt increasingly insecure, she "did feel like Ms. Elliot didn't like [her]."

> I just felt like everything I told her she wasn't interested in. Because she is just that kind of person, she's not a very expressive person. I mean I did not get enough feedback from her, positive or negative. She is [expressive] in the classroom as a teacher, but just on a personal basis. You may tell her something and she just doesn't really hear it. And I like to be a good listener, I really put my attention to who's talking, and she, I guess, is just a little bit different, so that was hard. Also feeling inadequate in French, that really set me go. Because I really thought she really thought I was stupid. But I finally realized it's just her personality, it's not me personally, because I know she did it [not fully listening] to someone else.

The growth of the relationship between Ellen and her supervising teacher followed her professional growth as a teacher. From seemingly overwhelming problems developed something outstandingly remarkable, where mutual personal and professional appreciation and respect were foremost. Even Ellen

could perceive it before the end of her student teaching semester. "It wasn't the case [Ms. Elliot did not like her] I came to find out. She obviously did think highly of me from the way she talked about me to other people, so it made me feel better about it. But Ms. Elliot is the best supervisor anybody could have."

It was extremely important for Ellen and for her growth, both personal and professional, to be liked and respected by her cooperating teacher.

> That was very important to me. Because I thought she was just the most wonderful, the ideal classroom teacher. She had perfect discipline, her French is just wonderful. I just thought the world of her. And of course, I wanted to be liked because we would be spending so much close time together. Yes, I wanted to be liked by her, but I wanted her to feel I was a good teacher too. So yes, it was important.

Ellen recognized that she was not always "clear on what [Ms. Elliot expected of her." She knew that "she expected [her] to teach the things that she gave to [her] and they were definitely things [she] could handle." "As far as duty and anything else" Ellen "knew what [Ms. Elliot] expected of [her]": "Lunch duty, breakfast duty, I knew all the routine things I was expected to do. To write the date on the board, to turn in my lesson plans on Friday, how to do the roll book and put up the attendance. I knew almost everything expected of me and what to teach."

As a consequence, Ellen's supervising teacher had a tremendous influence on her personal and professional development.

> She reinforced that I really wanted to be a foreign language teacher. I liked how she taught, so that influenced me. Her teaching style and just her personality. I thought she had a good relationship with the students, and that influenced me. I would like to have that kind of relationship she

> had. She had great discipline. She was stern with them, she was consistent and fair, but she still was close and she still could talk to the students. And in fact she told me, whenever you get the chance, just sit down and talk to them. She told me that it would be a good idea to live in a foreign country. She just gave me the image that that's the kind of teacher I want to be. She really inspired me. She was definitely a role model.

Another way in which Ms. Elliot was influential in Ellen's development as a teacher was in encouraging her to go and observe other teachers and to talk to them.

Ms. Elliot appreciated Ellen's openness, her willingness to communicate and her desire to learn.

> Ellen was very open to trying different things, and she was very open to adjustment and criticism. And she was always: "Please, tell me what I'm doing wrong." And: "So I can make it better." And this is a constant thing with her. Ellen really had that drive to be better, and it was exciting to see her starting off there, and ending up there. It was exciting, rewarding to see the progress.

In fact, Ms. Elliot believed that Ellen was mostly responsible for her own growth and learning.

> It really doesn't have much to do with me. Every day was for her: 'How can I make better what I did yesterday?' Keep growing. I think eventually she's going to improve her use of the language, and relaxing in the use of the language. Ellen is a little perfectionist, because she was very conscious of trying to say the right thing. She made tremendous improvement.

Ms. Elliot believed that she and Ellen managed to develop a remarkable relationship in spite of the difficulties they encountered because they "really had a long dialogue": "I had a very good relationship with Ellen, really just had a constant running dialogue."

Ellen did not feel any constraints from her supervising teacher in as much as "it was very flexible." Ms. Elliot "let [her] do whatever [she] wanted." "She checked to make sure I didn't have anything too wrong [in her class preparations], but she let me experiment with any method I wanted to teach, and she provided a lot of supplementary materials. My seventh grade class, I could teach whatever I wanted."

However, Ms. Elliot had defined the content and sequence of the curriculum, and Ellen put some constraints on herself in as much as she "tried to follow how Ms. Elliot taught."

> She gave me some examples so I tried to follow that way. She did set down what we were teaching. She had the order of what I was teaching. She let me follow what she did in her German class. I did use the I can learn French book like she used, because she suggested it. She used it, and so, I used it too. The Video Passport she told me I had to follow because that's the way her program was set up.

Ellen also found the use of The Learnables very constraining.

> Nobody [was] paying attention. It got to the point where they were not benefitting. I think we should have had shorter intervals, maybe three days a week. It was just too much for them to sit there, their attention span does not last that long. By the end of it, for me, it caused discipline problems. They were so tired of hearing it that they would try to talk.

Ellen believed that she would have performed better with more feedback and reinforcement from her cooperating teacher.

> I wish Ms Elliot would have told me more. She did at the end. But when I needed it the most was during the [teaching]. Sometimes she would leave. How could she tell how I was doing if she was not there?. She did it after a while, started taking notes during class, but I wanted support I guess. I wish she would have been more supportive. She was the perfect role model, but I needed help on how to be like her. I

> needed more encouragement because I got discouraged for a while. I just felt I didn't have enough approval, I guess. I wish she would have been more supportive.

College Coordinator

Ms. Elliot perceived the college coordinator as having had an influence in helping Ellen gain control of her problem with discipline.

> One day when she had really given up and gone back and sat at the desk, not only was she not teaching the class, she was not controlling the class. [The university supervisor] was out here, and told her she could not do that, giving up that way. I think having someone tell her: "You are the teacher, you have the control of the class, even if you're not teaching the class, you've got to control what's going on in the classroom because you're responsible for it" and just having that pointed out to her made a difference. Ellen was very much a perfectionist. She did start making an effort to correct problems.

Ms. Elliot pointed out that the college coordinator also helped Ellen with her pedagogy: "She gave her advice about things to do, she listened to her, then she tried all [Ms. Elliot's emphasis] kinds of techniques."

Other Teachers

Ellen felt that she learned from observing other teachers and talking with them, in the school where she student taught and in other schools. She recalled a few teachers who especially influenced her: "Some of the things I got were positive but others were not." Ellen talked about the science teacher with whom she worked for her minor. She did not care for the type of relationship she had developed with her students.

> She told me: 'Never come into a classroom with a smile because they'll try to take advantage of you.' Now, I can't really agree with that. I think you should be in good spirits when you enter the classroom. In fact, I

> think it's just the opposite. Instead of going with a mean face, you should go in smiling.

Ellen also preferred a pedagogical approach which relied less on the textbook than the science teacher did. "She did busy work like you wouldn't, seat work, she did the 'jug in the mug method.' She told them to open the book then do exercises in the book."

However, she admired her sense of organization and the control she maintained on her students, which is something Ellen would particularly appreciate since she had so much problem with it herself.

> She was organized. I like the way she had everything written on the board, very clear directions. But I didn't like the boring way she taught science. Also her room was a disaster area. She was not the typical science teacher. Otherwise, she had great discipline. I did get to see a couple of good disciplinarians.

A teacher of French also had a great impact on Ellen.

> I was totally impressed. So she influenced me a great deal. She was so dramatic. In fact that helped me, I started. When I went in, I was more dramatic, so, she really influenced me. She gave me a lot of good ideas, not just for teaching, but also the way her personality [was]. You have to be an actress. I liked that.

On the other hand, Ellen was very disappointed by her observation of another teacher of French, in a different school, all the more so since the teacher was a native of France. "I was totally unimpressed. The reason is because he is a native French person and he did not speak French in class. To be that lucky, to be a native French person and to get in there and speak

English! I was astonished! I couldn't believe it! To the kids [he] was totally boring."

Ellen believed that she could learn a lot by observing other teachers and she did every opportunity she had. She felt she learned from both good and less good. "I did get to see a lot of good teachers, and a lot of bad teachers. [Some] were really impressive."

Ms. Elliot strongly encouraged Ellen to observe other teachers as often as possible.

> That's probably the best tool that we have, just to go and sit in another teacher's class, especially after you taught, or while you're teaching. You see the similar situations, or parallel situations to what you're trying to cope with. And you see how another teacher handles them successfully or unsuccessfully. I'm a firm believer in peer observation, in other disciplines, not just in French . . . [Ellen could] see the same children she [was] teaching that she [had] problems with and copying down how these teachers [coped] with these children.

Other Student Teachers

Ellen admitted having learned from other student teachers, although she believed none of them had the serious discipline problems she had to face throughout her student teaching semester. "We gave each other ideas. But none of them had the discipline problems I did, I remember that distinctiy. We taiked a lot about everything that was going on. We helped each other out."

However, because she saw her own discipline problems as being much more serious, and because she was the only one not teaching at the high school level, she felt that the other student teachers did not always fully

understand her problems. "I was like: 'You don't understand! That's these middle schoolers.' Do you think this might have had a lot to do with it?"

Ellen enjoyed the regularly scheduled Small Group meetings, and felt that she was benefitting a lot from them. "We didn't have all the time in the world to talk about it, so when we did meet together, it was nice to hear what everybody else was doing and to share ideas with each other. Obviously we enjoyed it! We stayed there long, so long . . . All that is worth hearing from everybody."

School Administration

One thing Ellen found extremely disruptive to her teaching and with which she resented having to put up, was the use of the intercom for public announcements. In addition, she resented being requested to cancel her class on the spot in order to take her students to an assembly.

> I can't believe they couldn't tell us earlier there was an assembly. I mean that really was upsetting just, spur of the moment things that you weren't expecting and you had maybe a test to give. I wish you would know ahead of time, more ahead of time when things like this are going to occur, so you can plan around it.

Ellen tried to adapt to the situation, with Ms. Elliot's help.

> You just hold off till the next day and try to compact your two lessons into one or put off what you had to do. You have to adjust, you have to adapt, you just have to be flexible, I suppose. Maybe a way to adjust to a situation like that would be to have an activity that maybe we didn't have to do, make sure I can eliminate if something happens.

Ms. Elliot believed that "the school is really open as to what to do in class, and the 'disciplinarian' is very supportive of the teachers. The administration was very supportive. They gave [Ellen} whatever she asked for."

Skills

Ellen generally felt confident that she had the necessary skills to do what she planned to do in her classroom. However, she expressed concern about two areas. One was discipline, with which she struggled throughout the semester. The other was her fluency in the foreign language she was teaching, French. She felt it was adequate for middle school or lower levels, but not for advanced classes.

> I'd like to learn more before I taught a French AP [Advance Placement] class. I wouldn't feel like I would have enough experience and knowledge of the French language and culture. Also in middle school I would like to know more, just about everything and I wish I could speak more fluently. I was so scared. I'm a French teacher and I can't, I'm intimidated when someone native speaks to me. Middle school I did [have the necessary skills] because I knew so much more than they did.

Pedagogically, Ellen "did not feel [she] was limited in skills because there's nothing really [she] wanted to do that [she] couldn't: I could always teach what I wanted to teach."

Ms. Elliot believed that when the semester started, although Ellen "had the techniques . . . she didn't know how to use them." "I think she learned the latest of everything that's going on in foreign language education, but she couldn't use them, because she didn't have the classroom management skills."

University

Ellen believed that her university courses in foreign language had not prepared her adequately. "[The university] courses don't promote French communication, they promote grammar and literature. So I get real upset about it, the fact that I don't speak as well as I should."

Ms. Elliot wished that university courses would prepare students not only in the content or methodology aspects of teaching, but also for the classroom itself.

> Nothing prepares you for the classroom. There is not a single course at the university that teaches you how to discipline. There's not one. You need to prevent those kids coming out of [the university] with such idealism. They need to see what's actually going on in a classroom, they need to know if they're [ready for that]. Our method classes should focus more on [class management]. You can't teach unless you've got discipline. You can't teach unless you've got classroom control.

Ms. Elliot thought that the foreign language university courses did not prepare the students adequately either.

> I've observed most of the teachers at [the university], and there's some good ones, and there's some that will call on one or two students the whole time. And the rest of them are just sitting there very passively, and never converse. Or the teacher is standing there lecturing the whole class. We have to do something to get better, more efficient teachers.

Discipline

The difficulties Ellen faced trying to maintain control of her classes were in her case a serious limiting factor. She had to modify her teaching approach and drop a number of activities she had started to do with the students, or abandon the idea of using others she would have liked to introduce in her

classes. In one class which proved to be particularly difficult to handle even for the cooperating teacher, both Ms Elliot and Ellen had to use a much more structured approach.

> I talked to Ms. Elliot. She used to do so many fun communicative things that she had to cut out, because the kids, discipline wise, just couldn't do it. There were a lot of things I wish I could have done with them, but you can't always do it with them because they'd cut up or just talk too much. So, if they were more well behaved, we could have done different things. I would like to have done more communicative activities like that, but it's so hard to control.

She was disappointed not to be able to do what she had originally planned.

> I did have a lot of bigger schemes planned for my students, but of course, I wasn't able to do them because they don't work out because the children can't work at that level of freedom. I wanted to do much more than I was able to do just because I didn't have the class participation or cooperation from the students.

Ellen wondered about her difficulties with group work, and whether the benefit the students who did do the activity gained by doing it was worth putting up with possible disruptions, and the difficulties with controlling the class. "Is the benefits of that group getting up and doing that type of activity more beneficial for them than not having to do it? Because it's great when they do get up and do an activity like that, I think. Because they enjoy it, whether people are looking at them or not."

Course of Action in Case of Conflict

When faced with a conflict between what she thought was the thing to teach and how to teach it, and her ability to act upon what she believed in, Ellen tried to find another way to accomplish what she wanted to do rather than

abandon the idea. "I would change, I would not drop it. If I felt it was important enough to teach or to do it whatever it was, I would definitely change my approach or the way I wanted to do it. If it was that important, I would do it."

Ms. Elliot greatly appreciated the way Ellen faced up to the problems she encountered. "If she realized there was a problem, she would always tried to find an answer. Nothing discouraged her."

Student Teaching

Preferred School Settings

At the end of the semester, Ellen could easily see herself teaching in any type of school. However, she believed that her youthful appearance might be a problem in certain schools, although she wanted to hold on to the belief that "kids are going to be kids anywhere you go" and that she was ready to "teach anywhere."

> The joy of teaching would be found anywhere you teach. Right now, I don't think I would be able to teach in an inner city just because of my size, of my appearance, I look too young. I just don't know if I could, I would be a little nervous, and if I were a little nervous, I wouldn't do a good job. But with age, I would have no objection to teach in an inner city school, because there is so much that they have to offer, I'm sure. And I wouldn't mind a rural school, I would love to teach that. As of now, I see myself teaching in elementary school in the middle of a town, a wide variety of students, different income levels, different races. I can teach anywhere, I'm flexible. As of now, I'm open to anything.

Length of Student Teaching

Ellen wished that student teaching would last longer than one semester, so that experience could be gained in more than one school situation.

> Maybe it should be a whole year, and I think that would be good if we could have some type of experience teaching in each different situation, because you really don't know what you like. I still would like a chance to teach in a high school to see what it's like. Because we didn't have enough practice before we were going into our student teaching. [In the method class] we really didn't [gain any experience]. I taught one [mini] French class. I was lucky because I voluntarily went and observed Ms. H. at K. middle school for a year. I just did that on my own. We're not required to. 20 hours of observation is not 20 hours of participation. We should be able to be involved, maybe we could volunteer for a certain school but we would be getting credit for it. I think we need more practice before student teaching, because student teaching is not only important for us but you're teaching the students, they're required to learn the material, it's not just fun and games, and you need to know somewhat how to teach before you're student teaching. The children deserve a good student teacher. It's not fair to them if you go in there and you don't give the best you can be.

The Most Important Thing out of the Student Teaching Experience

For Ellen, it is the shift in what she expected of the students which she found the most striking, perhaps because she had misgivings about it. "Having low expectations of them. Which is something we shouldn't do I guess I did lower my expectations of them, which is not the thing to do."

In fact, Ellen came to student teaching with unrealistically high expectations of the students, and of herself, which she eventually recognized. This shift reflected the growing process and gain in maturity which translated into a more realistic approach to teaching. She recognized that "the main thing evolving was control, my ideas of myself as a teacher, as a professional, how I am the authority figure, and that's the [Ellen's emphasis] fact. I should not accept it any other way."

Ellen was aware that she is a perfectionist and recognized having started student teaching with unrealistic hopes. "I think I had too big of ideas. I expected too much of myself. I wanted to just do the best bulletin boards all the time, and just have the most extravagant room." However, she did not compietely give up the hope of achieving what she had dreamed of: "I think eventually I would work on having that type of atmosphere."

The most important thing Elien learned from her student teaching, aside from the confirmation that she wanted to be a teacher, was to find out the kind of teacher she wanted to be.

> Besides wanting to be a teacher, I know the type of teacher I want to be is kind of iike Ms. Elliot. I want to be a respected teacher and I want to teach them things that they can bring out of the classroom. I want them to appreciate the foreign, specifically speaking of French, I want them to appreciate life outside their world, I mean outside of the United States. I want my class to mean something to them besides just learning the [words], have experienced something from my class, and not just French. I'm talking about social, in ail aspects. I really want them to remember French in whatever grade I taught. I want to somehow open their eyes to learning and knowledge as in thinking. I want them to really appreciate learning like that.

According to Ms. Elliot, the most dramatic change in Ellen was her "coming of age." She gained "confidence" and "maturity and ciass management skiils." "By the end of the semester, she was amazing! It was really a different person. She was a very strong teacher at the end, because she is so creative and she is [Ms. Elliot's emphasis] so enthusiastic. She came a child and left an adult. It was very rewarding to be part of that. We probably both grew."

Student Teachers' Comments on Profiles

In the Summer 1991, each participant was given a copy of her profile with transcripts of her interviews and asked for a reaction. Since there often was a discrepency between Beth's and her supervising teacher's perception of Beth's student teaching experience, Beth's comments were numerous and indispensable. They were incorporated in her profile. The other student teachers responded very positively, and did not provide additional comments on the form or content of their respective profiles. However, since they read them several months after completing their student teaching semester, their comments did reflect how they enjoyed reading them and "reliving" their experience. All four participants are now teaching in their own classroom. Claire and Ellen are teaching in public elementary schools, Ann is teaching in a public high school, and Diane in a private high school, all in the city where they attended the university. Beth moved to another state. She has not found a permanent position yet but has been working as a substitute.

IMPACT OF THE PRESERVICE FIELD EXPERIENCE IN FOREIGN LANGUAGE TEACHING: A STUDY OF THE DEVELOPMENT OF PRESERVICE TEACHERS' PERSPECTIVES IN FOREIGN LANGUAGE TEACHING VOLUME II

A Dissertation

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in

The Department of Curriculum and Instruction

by
Denise Egéa-Kuehne
B.A., Université de Lyon, France, 1972
M.A., Université de Lyon, France, 1982
May 1992

CHAPTER 5

RESULTS: COMPARATIVE CASE ANALYSIS

Introduction

The purpose of this study was to gain insight in the role played by student teaching in the development of student teachers' perspectives of foreign language teaching. This research explored: (1) the perspectives of foreign language teaching which each of the five participants held upon completion of their program of university courses; (2) whether any alteration of their perspectives of foreign language teaching emerged during their student teaching semester; and (3) the possible sources of influence on these perspectives. The data analysis, guided by the research questions and the categories of observation, revealed strong patterns across, amongst and within participants. Although categories were used to report the analysis of data, it is obvious that perspectives cannot be fragmented and isolated, but that there has to be a correspondence, a cohesion, a coherence, an interrelationship, and an interaction between and among the various categories. No one dimension of a teacher's perspectives can meaningfully be isolated from the others.

In this chapter, the data collected on the five student teachers were merged to respond to the three research questions. The discussion of the results of this analysis was organized around the research questions. Like the various phases of data gathering, and the elaboration of the participants' profiles, the report of the analysis was guided by the dilemmas described in

Chapter 3, under each one of the three research questions. It must be remembered that these dilemmas provided a framework for organizing the data and the analysis, but that they were not viewed as either exhaustive, prescriptive or limiting. The development of the categories of analysis was guided by the observation dilemmas and categories, but evolved through a process of identifying and coding dominant themes. Therefore the following categories of analysis are not necessarily confined to the dilemmas, nor focused on them unless they are actually relevant.

Question 1.

What perspectives of foreign language teaching
do preservice teachers hold upon completion
of their program of university courses?

The student teachers' beliefs and conceptions about foreign language teaching at the end of August 1990 were assessed through the two questionnaires--Teacher Beliefs Inventory (TBI) and Conceptions of Foreign Language Teaching (CFLT)--described in Chapter 3, and through interviews and written responses conducted and collected at the end of August 1990. The responses to the questionnaires administered in August 1990 are presented in Tables 1, and 2 (Appendices K and L). All data related to the teachers' conceptions and perspectives of foreign language teaching at the end of August 1990 were examined, and a discussion of the first research question per categories of analysis follows.

Background

Choosing Foreign Language Teaching as a Profession

Teaching was a first choice as a profession for Diane only. She had "a definite desire to teach," she had "always known that [she] wanted to be a teacher," and her love of people and of the French language led her to believe that teaching foreign languages should be her profession. Beth also, though for different reasons, appeared to be very certain about her choice of teaching foreign languages as a profession. She declared that "the experience of teaching both a French and an English class [within her methodology classes] was such a thrill, I know I must teach." She had been out of school for twenty six years before attending college, and believed that "she had plenty of time to decide what field [she] wanted to enter." She was convinced that "teaching was the most important profession in society" and saw it as her opportunity "to contribute to improving society." In addition, she believed that "education is where [her] talents lie."

In contrast, for Ann, entering the teaching profession was a decision which required "a lot of thinking" since she was aware that "one cannot become wealthy as a teacher." But like Beth, she saw in teaching foreign languages an opportunity to fulfill "her desire to make a difference." However, unlike Beth, she was and remained aware of the demands of the profession, that it "[requires] lots of work and effort to maintain" quality, and she was prepared to meet its challenges.

Claire and Ellen had started out college in other fields. A business major, Claire turned to teaching because she "enjoyed working with children" and was convinced that "learning can be fun and exciting" for both teacher and students. Ellen abandoned her pre-med program when she realized that her interests actually lay in education and foreign languages, and that "teaching was definitely more [her] style."

Concerns Prior to Student Teaching

Prior to starting their semester of clinical experience, all five participants expressed two main causes of concern. None of them felt confident enough in the knowledge of the foreign language they were to teach, regardless of whether they had travelled to the target language country. Even Diane who "wasn't scared of being in front of the classroom" admitted that she "was scared of [her] ability to perform, to say things in French." Another major source of anxiety was discipline, and the ability to handle it, as Ellen put it, "in an appropriate manner." In addition, Ann already knew that "no two students learn alike," and she expressed some anxiety about facing the diversity of students, and being able to provide them with individualized teaching. She generally did not feel adequately prepared to teach. Besides fluency in the foreign language and discipline, Beth was concerned about her ability to share what she considered her best asset for effective teaching, i.e., her enthusiasm. She wished she were "more of an extrovert."

Teacher Role

Teacher Image

In spite of the concern and anxiety expressed by all participants prior to their beginning student teaching, they all believed that they possessed the characteristics necessary for effective teaching. They all mentioned patience and enthusiasm. Both Ann and Claire believed that "a positive attitude" is also an important asset in teaching. Claire and Ellen counted creativity and imagination as major components of successful teaching in foreign languages, along with compassion, understanding, and open mindedness. To those qualities, Ann added "perseverance, the ability to communicate, and the desire to make a difference." Beth included as "assets in [her] chosen profession," "a keen intuitive sense," and a "love of learning" which made her confident that she would be an "effective teacher," for she believed that it "[could] not help but rub off on [her] students."

Of all five participants, Ann is the only one who voiced most openly that at the beginning of her student teaching, she not only "didn't know what [she] was getting into," but also she "didn't know what [she] was supposed to be." She admitted that she "didn't even know how to introduce "herself" to the students." Although they did not express it as plainly, the other student teachers did not know exactly what to expect either. Claire did not feel prepared to be a teacher, and "before student teaching, [she] was still unsure how [she] was going to do it." As for Diane, she did not feel prepared for her

encounter with whole classes of teenagers, even though she declared: "I am not at all shy when in front of a group of people." Ellen came to student teaching with the most idealistic views on teaching and teacher image. She admitted to being "very scared" and realized that she had some problems fitting the image of the teacher as an authority figure. At the beginning of her student teaching, Ellen could not think of herself as a teacher. She still was very much a student herself and identified more readily with the students than with the teachers: "I want them to like me more as a young person than as a teacher." Yet her image of a teacher included being there for the students when in need of support.

What to Teach and How

Ann, Claire, Diane and Ellen's responses to the August 1990 questionnaires indicated that they felt free to depart from the school district's adopted curriculum in foreign languages, and to adapt and interpret prescribed contents for use in their particular situations. On occasion, they even might ignore institutional directives to substitute foreign language content which they and/or the children would decide to address.

The data collected through beginning of the semester interviews and written responses seemed to contradict Claire's and Ellen's responses to the questionnaires, in as much as they expressed the belief that the state or a committee could determine what to teach in foreign language classes. However, Ellen insisted that although that "committee should have a little bit of

everybody," including administrators and parents, to decide on the "general topics," she was adamant that foreign language teachers "know best what should be taught" in a foreign language class and therefore should decide on the "specifics." Diane agreed that foreign language teachers should decide on what to teach in as much as they can define the curriculum, although she believed that they should follow the guidelines given to them, and "what to teach is given to the teacher in the textbook." Within what has to be covered, Diane believed that the foreign language teacher can organize the sequence of teaching/learning to best fit him/her and the student's needs.

Beth's responses revealed that she was less ready to act independently, yet indicated that she might on occasion adapt or interpret the district's guidelines. A look at her responses to specific questions revealed a wide range from Disagree to Strongly Agree, indicating some unresolved contradictions. For instance Beth Disagreed that foreign language teachers should feel free to depart from the school district adopted curriculum, or that they alone could best decide what their students ought to be doing in the study of foreign languages.

Interviews and written responses showed all five participants to Strongly Agree that "how to teach is completely left up to the teacher," although Ellen pointed out that she was "open to suggestions." Claire did not believe that "the state or these curriculum guides can tell a teacher how to teach" because "every teacher is an individual and they have their own style of teaching." Beth's responses to the questionnaires confirmed that she Strongly Agreed that

foreign language teachers should be free to determine the methods of instruction which they use in the classroom. She also Agreed that deciding how to teach the curriculum should be decided by the foreign language teachers, and that their primary task is not to carry out educational goals and curricular decisions formulated by others.

In summary, before the onset of their student teaching semester, data on what to teach revealed not so much a diversity of opinion among the participants than a diversity in degree of conformity or non-conformity to syllabi and curriculum guidelines defined by institutions or assigned textbooks. All participants accepted that what to teach could be given to them while reserving the right to depart from it to various degrees, depending on their particular circumstances, in their specific context, at a specific time. As to how to teach, they all agreed that, even though they may be open to suggestions, it should eventually be decided by the foreign language teachers.

School Rules and Regulations

The August 1990 TBI responses indicated that all five participants felt ambivalent about adapting or interpreting the schools' rules and regulations. Ann, Claire and Ellen Agreed, while Diane Strongly Agreed that teachers should be involved in administrative decisions in their schools. Beth was the only one to Disagree on teachers' such involvement. In addition, Ann Strongly Disagreed with the statement that teachers should not participate in local

political activities when it involves criticism of local school authorities, and Claire, Diane and Ellen Disagreed, while Beth had No Opinion on the matter.

The data from questionnaires revealed that prior to starting their student teaching semester all five participants agreed more or less strongly that school regulations should not be ignored by teachers. It was supported by an analysis of the interviews and written responses. Ann summed it up in those terms: It is "important to follow the rules that a school has set, very important," thus confirming her Strongly Agree response to the questionnaire. Ellen asked "Why would they need an administration if nobody followed the rules?" but admitted that she did not mind "small infractions" on occasion, if justified in her own terms. She also believed that teachers should play a role in drawing school regulations. Diane's personal preference was "to interpret [the rules] to fit the needs of [her] students." However, she did not think that rules should be ignored or broken randomly.

In summary, although on occasion they might overlook a school rule or regulation, or interpret or adapt it to fit the needs of students and specific circumstances, all participants agreed to the necessity of some schools' regulations, in the school and in the foreign language classroom.

Teacher/Pupils Relationship

Prior to their student teaching semester all five participants' August 1990 responses revealed a personal orientation to teacher-pupil relationship in the foreign language classroom. They indicated a desire to establish close,

informal, honest and open relationships with pupils. They accepted interacting with pupils about matters other than schoolwork. Ann, Claire, Ellen and Diane, Strongly Agreed or Agreed that students should have some input in deciding what will be done in the foreign language class. Beth's responses revealed a stronger emphasis toward teacher control in decision-making, yet a desire for a more personal relationship with her pupils.

Teacher Control, Pupil Behavior

Responses from the August 1990 questionnaires revealed a desire for low control over pupils' behavior in the foreign language classroom for all participants. They indicated a desire--prior to entering the semester of student teaching--to ask pupils to assume a great deal of responsibility for their behavior, with few explicit rules. One point--asking students to speak spontaneously without necessarily raising their hands--met with less agreement on the parts of Ann, Claire and Diane whose responses were "No Opinion." Beth did not think that students should have control over the order in which they complete classroom assignments.

The analysis of August 1990 interviews and written responses revealed data which qualified the questionnaires' responses. For instance when Ann started student teaching, she "didn't expect any discipline problems" and therefore expected to have "total control," while Claire was looking for some equilibrium between "quiet" and "a little chaos." Diane and Ellen's hope was to

give their students a certain amount of autonomy while still keeping things under control.

In summary, responses to questionnaires, free writing, and open interviews reflected a lesser degree of anxiety about discipline than participants expressed when specifically asked about what their most serious concerns were prior to student teaching.

Teacher/Parents Relationship

In this category, data from the August 1990 questionnaires revealed similarities between the participants on various items, prior to their student teaching semester. Ann Agreed that parents should play an active role in formulating foreign language school curricula, while Beth, Diane and Ellen Disagreed, and Claire expressed No Opinion on this issue. They all Disagreed to Strongly Disagreed on the participation of parents in the hiring process of foreign language teachers, as well as on their right to reject school books and materials. However, they all Agreed to Strongly Agreed that parents may make suggestions as to what to do in the foreign language classroom, and that they have the right to visit their child's foreign language classroom at any given time, provided that they give prior notice.

In their interviews and written responses, Ann and Diane confirmed that they would welcome parents in their foreign language classrooms but only to observe, although they would both accept input or questions after the class. On the other hand, Ellen not only would encourage parents to come, but she

would also encourage them to become involved in her foreign language classes.

In summary, prior to student teaching, all participants believed--though to different degrees--that parents should be given access to their children's foreign language classrooms and teachers. However, they drew the line on parents' involvement with choosing either teachers or books for the foreign language class.

Children and Learning

Children Diversity

Responses to the August 1990 TBI indicated a definite awareness of, and sensibility to, the diversity among pupils, on the part of all five participants. However, an analysis of the August 1990 interviews and written responses revealed a more complex set of responses and some contradictions. For instance Ann admitted that, prior to student teaching, she could not perceive any diversity among students: "everybody was the same for me at first." Yet in her written response to a specific question on concerns prior to student teaching she expressed anxiety about facing the diversity of students she was sure to find in any high school class.

Curriculum

Ann, Claire, Diane and Ellen's responses to the August 1990 TBI indicated an orientation toward the belief that all pupils be exposed to the same curriculum, either at the same time or at a different pace. For instance Ann

was hoping "to make everybody learn the same thing in exactly the same way" and that she "would only have to touch on each thing once." Beth indicated No Opinion.

Resources

Responses to the August 1990 TBI indicated that Beth, Claire, Diane and Ellen Agreed, and Ann Strongly Agreed, that some individual pupils may need, and deserve, a greater share of resources than others, in order to provide more equal opportunities for foreign language education.

Culture Consciousness

All five respondents showed an awareness of social and economical differences among pupils, prior to the student teaching semester. Their responses to the August 1990 questionnaires indicated an emphasis toward subgroup consciousness. It revealed a desire to foster in pupils a greater awareness of themselves as members of some subgroup distinguished from others by factors such as language, race, ethnicity, etc., while encouraging them to understand the values, norms and definitions of the present society.

Knowledge and Curriculum

Personal - Public

Responses to the August 1990 TBI and CFLT revealed an emphasis placed by all participants on personal knowledge. They indicated that before starting their preservice field experience, all five participants believed that the value of foreign language school knowledge is primarily established through its

relationship to the learner. It implied a belief that this knowledge is useful and significant only insofar as it enables people to make sense of their experiences. It pointed to a willingness on the foreign language teacher's part to encourage the use of pupils' interests and background experiences as contributions to the school foreign language curriculum.

August 1990 Interviews and written responses confirmed those results, except for Diane, who was not absolutely sure whether knowledge is influenced by the personal meaning learners give it: "I guess personal meanings do influence knowledge." For instance Beth wrote that she was eager to start teaching and "finding each student's interests and using those interests to teach her subject--French." As for Ellen, her interviews confirmed it emphatically: "Yes! Definitely! Knowledge is very personal."

Process - Product; Constructed - Certain

Data from the August 1990 questionnaires revealed an emphasis on knowledge as process and constructed for all five participants. Their responses indicated a concern in the foreign language class with the development of thinking and reasoning skills. Data showed that all five participants believed that it is the thinking process, including the development of creative and critical abilities, which is valued as a way of establishing the validity of the foreign language students' responses. They perceived learning a foreign language as an active construction of meaning by their pupils, or through a cooperation between teacher/pupils or pupils/pupils, and believed that opportunities should

be provided for them to mentally act upon the material to be learned and to relate it to what they already know.

Interviews and written responses confirmed the questionnaires' data. For Diane for instance, "the information is independent, but the knowledge lies on the person." And Ellen expressed her belief that knowledge does exist independently of whomever owns it, yet it takes shape when constructed by the learner.

Integrated - Fragmented

August 1990 questionnaires data revealed an emphasis toward integrated knowledge. Prior to entering their student teaching semester, all five participants leaned toward an understanding of foreign language knowledge as a process which is whole and something more than the accumulation of fragments of knowledge. At the same time, participants did not view foreign language teaching as isolated from other content areas.

August 1990 interviews and written responses confirmed this position for all five participants. For instance Ellen believed that all subjects are closely related: "You can't teach a subject without bringing in another subject. In French you teach geography, you teach history, you can teach math, you can teach science, you teach art, you can teach dance, all subjects should be tied together. They should be integrated. It makes them more real." She also believed that skills and content should not be fragmented, and she thought it was especially so in foreign languages: "You should definitely, especially in

French, you should tie in everything." Although Diane thought differently before attending university courses, she concurred afterwards, and prior to student teaching, she believed that school subjects should be integrated. However, she was not clear on how to go about it. In her interviews, Claire confirmed that she wished there would be more "collaboration" between teachers of different content areas.

Social - Individual

In August 1990, responses to the TBI and CFLT questionnaires revealed an emphasis toward the belief that foreign language knowledge is socially constructed. Prior to starting their student teaching semester, all five participants held the view that foreign language learning is most efficient and effective when ideas are exchanged in a supportive and cooperative setting, where one learner can test out his/her knowledge against that of others.

This position was confirmed through the August 1990 participants' interviews and written responses prior to student teaching.

Foreign Language Teaching

Importance of Foreign Language Teaching

Prior to their student teaching semester, Ann, Claire, Diane and Ellen's responses indicated a strong belief in the importance of foreign language teaching. They viewed foreign languages as an important part of the school curriculum, not as a subject area to be de-emphasized in the interest of for instance math, basic skills, or any other subject. In contrast, Beth's responses

indicated that she started her preservice field experience holding the belief that foreign ianguages shouid not be considered a main area of study in the school curriculum. Yet in her written responses and interview prior to student teaching she stated that "a foreign language is a good vehicle for developing in children an appreciation for the differences in people as well as the similarities."

August 1990 interviews and pre-student teaching written data revealed that Diane and Ellen were the strongest proponents of foreign language teaching, prior to starting their student teaching semester. They both firmly believed in the value of educating American children in foreign languages and foreign cultures. Diane stated "We, as Americans, need education of foreign languages and of the foreign countries themselves" while Ellen insisted that "all students should be exposed to another foreign language and people."

Teacher Control/Pupil Input

Prior to student teaching, all five participants believed, as Ellen expressed it in her interview, that students "should be able to have some input in what is being taught." However, they maintained, in Ellen's words again, that the teacher is "the one who ultimately decides what can be taught."

Additional Resources - Reliance on Text

At the outset of their semester of preservice field experience, the participants' responses to the August 1990 questionnaires indicated that all five wished to employ a variety of foreign language methods. They viewed the

textbook not as their predominant source of method and instruction, but simply as another resource.

This position was confirmed by August 1990 interviews and written data. For instance, Ellen stated that reliance on a textbook is very confining," while Ann found it "inadequate."

Teaching Methods: Innovative - Traditional

Ellen's responses to the August 1990 CFLT questionnaire revealed the strongest emphasis toward innovative foreign language teaching while Beth's and Diane's responses showed the weakest. Yet data from Beth's and Diane's questionnaires still pointed to a strong desire to be innovative in their teaching of foreign languages. August 1990 questionnaire indicated that all five participants entered their preservice field experience with a strong emphasis on engaging their pupils in activities other than the more traditional textbook/workbook/ memorization routine. Data showed that all the participants wanted to encourage cooperative work and activities emphasizing the involvement of students in direct experiences of the foreign language, which would require an active and authentic use of the target language, based on authentic material.

Teaching Approaches: Communicative/Proficiency - Grammar/Audiolingual

Prior to entering their semester of student teaching, data indicated that all five participants set a strong emphasis on a communicative and proficiency-based teaching approach both for providing instruction and for assessing the

students' progress. It was interesting to note that Beth's responses were the only ones to show concern with the development of linguistic accuracy from the beginning of instruction, whereas Diane expressed No Opinion on that matter. However, they all Agreed that error correction should be minimal in the beginning foreign language classroom.

Question 2.

Is there an alteration of preservice teachers' perspectives of foreign language teaching during the student teaching semester?

At the end of the semester, in December 1990, the student teachers again completed the Teacher Belief Inventory (TBI) and the Conceptions of Foreign Language Teaching (CFLT) questionnaires. Responses revealed some changes for specific items on the part of each participant. However, data indicated no major shift in any category overall for any of the five participants, except in one instance: Beth's responses went from Disagree to Agree for all three items on the importance of foreign language teaching (Tables 1 and 2, in Appendices K and L)). Moreover, except again for Beth's responses on the importance of foreign language teaching, data did not reveal any shifts, either in direction or intensity, indicating significant changes in the student teachers' perspectives of foreign language teaching. Rather the participants viewed those minor changes as depending on the contexts in which they projected themselves while responding to specific items: they imagined different

situations with different pupils. This is where looking at the "before" and "after" results on questionnaires is not only vastly insufficient, but may also be misleading.

In order to gain some insight in the development of pre-service teachers' perspectives of foreign language teaching throughout the student teaching semester, it was necessary to consider what happened between the two sets of responses collected in August 1990 and in December 1990. It was necessary to follow as closely as possible the process through which the participants' perspectives evolved, and were either eroded or reinforced. As discussed in Chapter 3, a field work approach was the most appropriate one for this study. The participants' perspectives of foreign language teaching were examined according to the dominant themes which emerged from the ongoing analysis while data was being collected, and which ran through their discourses and practices. These overriding themes were identified as major concerns by the student teachers, and according to Adler "acted as filters or lenses through which the student teaching experience was viewed and interpreted" (Adler, 1982, p. 185). Student teachers were observed in teaching behaviors related to those components of teacher perspectives which have been labeled (Chapter 3) Teacher's Role, Pupils' Diversity, and Knowledge and Curriculum. Besides the August 1990 and December 1990 questionnaires of Teacher Beliefs Inventory (TBI) and Conceptions of Foreign Language Teaching (CFLT), the research data which was analyzed consisted of: student teachers' and supervising

teachers' audiotaped interviews; student teachers' and supervising teachers' dialogue journal entries; researcher's observation field notes on foreign language classes taught by the student teachers; video tapes of the student teachers teaching foreign language classes; written participants' comments on the video taped recordings of their teaching; written material such as written class preparations or schedules; and any other material related to, or used for, the teaching of foreign language classes by the student teachers. Following is a description of the major themes found in the perspectives of foreign language teaching which emerged for each participant.

Major Themes

Throughout their preservice field experience, Ann, Diane and Claire shared a common desire to give something lasting to their students. For Ann it was a constant, and one of the major themes in her perspectives of foreign language teaching. Another theme in Ann's perspectives of foreign language teaching was that she saw herself in a continuous learning situation, reflecting on what she did and how she did it, and constantly seeking a better way to teach. At the same time, she was aware that "there were a lot of things that [she] knew" and she strived to "develop skills that [she] already had." She "kind of learned a lot" in becoming adept at "how to explain things" thus "making it clearer to [herself]." She felt that she "developed some methods of teaching" but concluded "I'm still learning."

Diane's tremendous enthusiasm coupled with an almost overwhelming desire to teach and actually see the students learn was a driving theme throughout her student teaching. She declared on several occasions and in various forms: "I'm so excited about standing in front of a classroom and helping children iearn--learn anything [Diane's emphasis]: French, current events in the world--just as long as they are learning." Another major aspect of Diane's being a teacher was her relationship with her students. A recurring theme throughout Diane's student teaching which helped shape her experience and her teacher identity, was her desire to be close to, and liked by, her students, yet to remain in control of her classes without being a disciplinarian. Throughout the semester, she was torn between being "too nice" or "too mean." She declared: "I need to learn to discipline without being a tyrant, and I need to learn to be the favorite [teacher] while still very much in control of the class."

A recurrent theme for Claire was her concern about her students doing well while she "wanted to have fun in the classroom and [she] wanted [her] kids to have fun." Claire's perspectives of foreign language teaching were characterized by her conviction that "learning can be fun and exciting" for both students and teacher, and her desire "to make sure that [she] was teaching something," including educating children about other cultures and teaching them to "accept them."

Beth's perspectives of foreign language teaching were characterized by a major discrepancy between her expressed intentions in, and conceptions of,

foreign language teaching, and what actually developed throughout her semester of preservice field experience. In her interviews and in her written responses and journal entries Beth talked and wrote about her "love of learning," her enthusiasm, and her conviction that it is important to have "activities reflect the students' knowledge of the world" in the foreign language class. She stressed the importance of "finding each student's interests and using those interests to teach [her] subject--French." However, observation data and interviews throughout the semester revealed that "she did not have that spark of enthusiasm," and Beth's students "never felt like this lady explained things, or helped them, or understood what their problems were." In her supervising teacher's words, "there was no love of teaching" and no progress. Beth herself recognized "I did not feel natural and I never felt at ease . . . it took a long time to get over the extreme discomfort it caused me: stage fright."

In contrast, Ellen's enthusiasm for teaching and French was remarkable and a major asset and leading force throughout her student teaching experience. It sustained her as she struggled with the French language, with discipline problems, with her search for teacher identity, and with the sometimes overwhelming load of responsibilities and chores she found herself having to cope with. Besides this struggle with developing her teacher identity, one other major theme for Ellen was being there for the students when they were in need of support.

Data revealed that discipline and teacher/pupil relation was a major theme, though to different degrees, for each one of the participants and it played an important role in the development of their identity as a teacher.

The next section presents an analysis by categories of the development of the student teachers' perspectives through the student teaching semester. It must be pointed out again, that although these categories are useful in providing a vocabulary to organize and discuss the data and findings of this study, they are not isolated and fragmented areas of teacher perspectives. There is a continuous interaction between and among all the facets of foreign language teaching perspectives.

Teacher Role

The Foreign Language Student Teacher's Teacher Image

Data revealed that as the semester went on, the participants gained experience with all aspects of a teacher's responsibilities and all except Beth developed their teacher identity as they became more comfortable in their teacher's role. For instance, as she gained experience, Ann came to realize that her fears were not justified and her feelings of inadequacy vanished, until she "just came out thinking that [she] knew a lot more than [she] thought [she] did." She added: "I was more prepared than I thought I was. Now I know how it feels to be a teacher. I see them now as a teacher." By the end of her field experience, she was ready to tackle any teaching situation, maintaining "a positive attitude" while remaining aware of potential difficulties: "What I really

want to do is try to adapt to whatever situation I get. If I can . . . get used to it and [am] able to deal with it as it comes, I'll be able to do anything. . . . I'li try anything as long as I don't get killed."

As for Claire, as soon as she started student teaching, she perceived herself as the teacher in the classroom "taking on the responsibility of teaching these kids." Throughout the semester she grew in her conviction that they should be able to learn as much with her as they did with their regular teacher, and she assumed responsibility for their accomplishments. Ms. Clark, her supervising teacher, confirmed that although Claire called herself a student teacher in the classroom, using both words, she identified herself "as a teacher more than as a student." Ms. Clark assured that while Claire was standing in front of the class, "she felt she was the teacher" and in fact "she did feel that she was the teacher at all times."

Diane came into student teaching with only "an overall concept of the teaching profession" according to her supervising teacher. She was not aware of the demands of planning, time, flexibility, and energy, with which a teacher has to cope. Her greatest surprise in what being a teacher entailed was "how exhausting" it is. Her enthusiasm carried her through and provided the energy she discovered that teachers need: "I did not realize how much energy was involved." Her supervising teacher declared that Diane's "enthusiasm never wavered in any way" and developed what Ms. Davis called a very professional

outlook on the teacher's role: she "looked at herself more in terms of being a professional, a person in a leadership capacity."

Ellen's growth into a teacher throughout the semester was the most dramatic, and at times, the most traumatic. She had come to student teaching with very idealistic conceptions and unrealistically high expectations of the students and of herself. Overwhelmed at times by the amount of responsibility and work, she discovered that the teacher's duties also entailed some tedious routine daily chores.

Her supervising teacher acknowledged Ellen's idealistic hopes and greatly valued her enthusiasm and creativity, while realizing the difficulties which might ensue. With her support, Ellen became aware of the problems, and decided to tackle them. "I think she had to start over again, start out from the basics" declared Ms. Elliot. "She had to put away her idealism, which is unfortunate, I think. It's a slow process, it's a frustrating process. I know she was about to give up a couple of times, and I was, a couple of times. But we got there."

In fact, Ellen did much more than "getting there." According to Ms. Elliot, the most dramatic changes in Ellen was her "coming of age." She gained "confidence" and "maturity and class management skills." Ellen recognized that "the main thing evolving was control, my idea of myself as a teacher, as a professional, how I am the authority figure, and that's the [Ellen's emphasis] fact. I should not accept it any other way." This shift reflected the growing

process and gain in maturity which translated into a more realistic approach to teaching, yet without giving up her enthusiasm. In Ms. Elliot's words, "By the end of the semester, she was amazing! It was really a different person. She was a very strong teacher at the end, because she is so creative and she is [Ms. Eliiot's emphasis] so enthusiastic." She added: "At the end, she was a remarkable teacher. She was outstanding!! . . . She came a child and left an adult." Moreover, Ellen did not give up the hope of achieving what she had dreamed of: "I think eventually I would work on having that type of atmosphere," i.e., "be a great French teacher, do the best bulletin boards ail the time, and just have the most extravagant room."

Beth's experience was quite unique. It was mostly characterized by a wide gap between, on the one hand, her image of what an effective teacher is, as she described it in her journal, interviews, and comments on the video tapes of the foreign language classes she taught, and on the other hand, her classroom behavior, as recorded on the same video tapes, the researcher's field notes, and the supervising teacher's interviews. Throughout the semester, Beth wrote on several occasions about her "desire to be the best teacher [she] could be." She wrote the following comments about one of the videotapes of her foreign language class: "I have written before that my greatest assets as a teacher were my patience and intuition. I see now that my greatest asset is that I really listen to and care about kids--all kids." Commenting on a later videotape, she wrote: "I am coming to recognize my assets and weaknesses

as a teacher. Find it much harder to see assets than weaknesses because of my desire to be the best teacher I can be. I believe one of my assets is my patience with the students, and one of my weaknesses is my impatience with myself."

Both ongoing analysis and a careful analysis of the data collected throughout the semester point to a lack of awareness on Beth's part of her abilities as a teacher, of her behavior in the classroom--even when examining videotaped teaching sessions--and of the students she taught. Observation notes and videotapes indicated that Beth's classes were very static, with very little language and interaction either between teacher and students or between students and students. The use of videotapes to teach her class seemed more like a refuge for Beth who then stood at the back of the room, while the students identified words on a worksheet. There was no follow up on either the picture or the script, no communicative activity developed from the video. Beth's supervising teacher gave a description of her teaching very different from that of Beth. The following remarks were collected in different interviews throughout the semester: "She did not have that spark of enthusiasm. That was never there for her. It was almost like an 8 to 5 job." "She never got a feel for planning out things." "Beth never put too much of herself into it." "She just kind of robotically did whatever I told her to do." To Ms. Black she appeared as "someone that's separating themselves, they're not interacting with you." This was confirmed by field notes and videotapes.

Ms. Black also reported the students' comments who "never felt like this lady explained things, or helped them, or understood what their problems were." Beth's perception of what took place seemed somewhat askew, which made it impossible for her to look at it critically and to try to modify her teaching perspectives and behavior, and therefore prevented any potential growth or progress as a teacher. Her supervising teacher summed up Beth's development as a teacher in those words: she "stayed stagnant." She added: "She would not, she did not progress on her own. And I'm not sure that she will."

What to Teach and How in the Foreign Language Class

Data revealed that Ann, Claire, Diane and Ellen maintained a perspective which stressed autonomy regarding what and how to teach throughout their student teaching semester. While data from questionnaires indicated no change in Diane's responses in this category, they revealed a shift to a less extreme position--from Strongly Agree to Agree--on two items for Claire, three items for Ellen, and six items for Ann. In addition, Claire's responses shifted from Agree to Strongly Agree on two items. The greatest shifts--from Disagree to Agree--appeared in Beth's responses on three items, and were in the direction of more autonomy for the foreign language teachers in deciding what and how to teach. Data from the other sources mentioned above confirmed that throughout the semester, perspectives on what and how to teach foreign languages remained the same for Ann, Claire, Diane, and Ellen, with some

minor changes in degree. They all accepted that what to teach may be decided by "the state or committees," or "given to the teacher in the textbook," while reserving the right to "change the order in which they ['things that need to be taught'] are taught." On the other hand, they all felt strongly that "how to teach is completely left up to the teacher."

Although responses to the questionnaires pointed to a less extreme position by the end of the student teaching semester, her interviews, journals, classroom behavior, etc. all showed that Ellen remained the most autonomous in both what and how to teach throughout the semester. When considering who should make decisions about what to teach, Ellen accepted that "it should be a committee of a lot of people." However, she believed "teachers know most of what should be taught" and therefore "they are the people that <u>really</u> [Ellen's emphasis] should have the decision of what's being taught because they know best what should be taught." She could see a committee deciding on "maybe general topics, like we want them to learn culture, but specifics the teachers should do." Interestingly, while maintaining that how to teach "should be the teacher's decision," of all five participants, Ellen was the one most open to suggestions and criticism:

> The parents can come and observe the class and give suggestions. She [the teacher] should listen to all suggestions and criticism, even suggestions from the students, but she is the only one that's really going to know the things that work best for her and her students.

Where Beth was concerned, data from questionnaire responses and other data did not coincide. Specifically, Beth did not show much desire for autonomy throughout the semester. Her supervising teacher pointed out that "she just kind of robotically did whatever I told her to do," would "go back to the textbook," and "always fell back upon me [Ms. Blackwell] to do the preparation, for where [the class] would go next."

Data revealed that the participants did not talk about language acquisition theory, and did not seem to associate it with their classroom practices. In interviews which followed teaching periods, student teachers never referred to theory in order to support their pedagogical decisions, unless probed, and then, their discourse was more pragmatic and on the level of common sense comments, rather than concerned with and informed by foreign language acquisition theory. Student teachers kept references to foreign language theory and methodology to a minimum and when mentioned, it was in broad terms. For instance, when speaking about the role of background knowledge in the comprehension process, Diane could speak only in generalities. When asked specifically: "Have you heard about the schema theory?" she replied: "I'm not familiar with it." Further probing and examples did not seem to call back memories of previous knowledge of such a theory. Allusions were made to "skill-getting" and "skill-using" in Ann's interviews, but these terms were never used nor defined, and Ann did not seem to have a clear idea of what each process entails. She also commented on a discussion

which took place in her English methods class on the absurdity of sentences which are meaningless yet grammatically correct. However, even when probed to explain what she meant, she never mentionned Skinner, Chomsky, behaviorism, nor cognitive psychology. When Chomsky's name was suggested by the interviewer, Ann brightened up and said: "Yes! That's who we studied, Chomsky, last spring. I never understood the class." All five student teachers' classroom behavior pointed to a lack of preparedness to handle pedagogical situations in the foreign language classroom. For example, Ann talked about the difficulty of "trying to make everything go together, flow into the next activity." She expressed it in these terms:

> It's a big problem that I have because we didn't learn that, we just learned how to teach different little things. But nobody taught us how to put them together. So I'm trying to do that now. It's hard though. It's really difficult for me to try to find things to put them together.

Was it as Ms. Blackwell put it that they "had not internalized the theory that had been presented to" them in their methods class?

In summary, data revealed that the participants' perspectives on what and how to teach did not undergo any major shifts during their student teaching semester. Beth's response to institutional requirements for what to teach and how remained "bureaucratic" (Berlak & Berlak, 1981) in as much as "when she could follow something and somebody could tell her exactly what to do, she could do it." Ann, Claire, Diane and Ellen maintained an "autonomous" (Berlak & Berlak, 1981) perspective throughout their student teaching semester, with

Ellen's position remaining the most extreme. However, field notes and videotapes of their teaching as well as interview data revealed some serious shortcomings in the student teachers' knowledge of foreign language acquisition.

School Rules and Regulations in the Foreign Language Class

Questionnaires indicated no change at all between August 1990 and December 1990 in Claire's and Ellen's responses. Shifts in Ann's, Beth's and Diane's responses were only in degree. Specifically, the only modification in Diane's and Beth's responses concerned teachers' involvement in administrative decisions. They respectively shifted from Strongly Agree to Agree, and from Disagree to No Opinion. Ann's responses showed minor shifts in degree only on two items: from Strongly Disagree to Disagree against teachers ignoring school regulations, and from Strongly Agree to Agree for teachers not participating in local political activities when it involves criticism of local school authorities. Responses to the December 1990 questionnaires confirmed that at the end of their student teaching semester all five participants still believed that teachers should not ignore school regulations.

Data from other sources were necessary to qualify questionnaire responses. They showed that participants believed that teachers should not ignore school rules and regulations for different reasons. For instance they confirmed that both Ann and Ellen genuinely believed that it is "important to follow the rules that a school has set, very important." Ann did so because of

the example it sets for the students. She explained: "I feel that if I break a rule that the school set that the students can maybe think that they can do it too, that it is not such a big deal. So I like to keep them thinking that's a good idea to follow the rules. It's important, it's very important."

Ellen's rationale became twofold. It considered the administration: "Why should they need an administration if nobody followed the rules?"; and the students: "The kids need to have some types of rules to follow." She saw those rules as a way to prepare students to live in this society: "We have rules to follow in this society, they should have rules to follow in the classroom, in school really." As in Diane's case, she came to believe that teachers "are the ones that need to enforce" school regulations. Moreover--and she was the only participant to bring up this point outside the questionnaires--Ellen confirmed her belief that "teachers should have the right to play a role in what regulations are written up for the schools" because she was convinced that "if you're going to have regulations, they need to be reasonable," and she did not want to enforce a rule of which she did not approve.

Diane's and Claire's justifications were more practical. The former first recognized that she did not "[stray] away from the rules because [she] was scared, because [she] had [her] supervising teacher there." However, as the semester advanced, she came to believe that regulations are necessary in order for learning to even take place: "If there were no school regulations to follow, then learning probably would not take place. The students don't even

have to show up." By the end of the semester, Diane, like Ellen, was more convinced than ever that it is the teacher's responsibility to enforce the school rules: "If the teacher does not enforce the school regulations then who is going to?" Claire simply did not pay as much attention to them. She admitted: "I guess I should watch out for it more, but that's really the last thing that's on my mind."

As for Beth, "she gave [her supervising teacher] no argument whatsoever" against school rules and regulations. However, in her journal and interviews, she did express frustration at some of the administrative decisions. For instance, she strongly objected to interruptions of her class by the intercom system or by "kids popping into the room trying to sell something," and to the handling of reduced lunch vouchers: "The epitome of administrative insensitivity is the green form given to students who qualify for reduced lunch rates. It is the only form written on green paper, so everybody knows what it's for."

Regardless of their reasons for justifying the necessity of school rules, every one of the participants believed, as Ann put it, that "there is always an instance, an emergency situation where you have to bend the rules, you just have to." However, they all agreed that rules should not be ignored and broken randomly. According to Ann, to decide on which instance is appropriate, which case is an actual emergency, requires maturity and experience, which in Ann's view students do not yet possess. Therefore it is up to the teacher to model

the appropriate behavior in order for the students to gain that very experience and judgement which they still lack.

In summary, data did not reveal any major changes in the participants' perspectives on school rules and regulations. They all maintained a belief in their necessity, albeit for different reasons, reserving the right to adapt them or ignore them but only when justified by a need for better teaching. Beth's perspectives on teachers' involvement in administrative decisions went from Disagree to No Opinion whereas the four other participants were reinforced in their support of the same.

Teacher/Pupils Relationship in the Foreign Language Class

Responses to the questionnaires indicated no changes as to the participants' perspectives and their emphasis on students' involvement in decision making in the foreign language classroom. At the end of the student teaching semester, Ann, Claire, Diane and Ellen confirmed their orientation toward greater empowerment of students in the foreign language classroom decision process, with some minor shifts in the degree of agreement for all except Diane. Beth's responses shifted from Disagree to No Opinion on accepting students' input. In the December 1990 responses to the questionnaires, all five participants confirmed that at the end of their student teaching semester, they still emphasized a more personal approach to teacher/pupils relationships.

Other sources of data underscored how important this category was for the participants, in a way that no questionnaires could really account for. In fact, looking only at the results of the pre- and post-questionnaires would be very misleading. Ellen's development is a good case in point. As in every other category, it was what happened during the semester which was the most important. Although their points of departure and arrival in this category were fairly close, an analysis of all the data revealed that the five participants followed different paths for this category throughout their student teaching semester. Ann, Beth, Claire, and Diane had expressed a preference for working closely with their students, yet chose to start the semester keeping more distance from them, in the hope of gaining better control over discipline.

Beth was hoping to be able to work closely with her students, "finding each student's interests and using those interests to teach [her] subject--French." At the same time, she was aware of some limitations: "I think teaching would be easier if I were more outgoing. I tend to be introverted and must work to try to be more of an extrovert." She hoped that she would be more comfortable after the first encounter. However, she believed that it depended on her ability to "make the effort to make the first move rather than wait for others to initiate contact." Interviews with her supervising teacher and classroom observations, including videotapes, indicated that throughout the semester, Beth "kept a distance." She never did manage to build a relationship

with her students, to even make a connection. "She would not make eye contact with the students" noted her supervising teacher.

> She never learned to use that. And that, we would talk about, time and time again. . . . She never, ever understood that. But that to me is someone that's separating themselves. If they won't meet your eyes, they're not interacting with you. And that I found with her throughout, she never got to where she would make strong eye contact. And that's a real weakness when you're teaching.

The students themselves picked up on that and commented "once the semester was over." Ms. Blackwell, her supervising teacher, reports "comments the kids made to [her] after she [Beth] had left": "They never felt like this lady explained things, or helped them, or understood what their problems were." Unlike most student teachers, Beth never grew out of that. She lacked the needed reflective and analytical skills which would have enabled her to become aware of it. Ms. Blackwell proposed a few explanations to this such as: "She was not a confident person"; "It was just a lack of enthusiasm"; "there was no love of teaching"; "maybe she didn't care, and didn't want to put the effort into it"; "you've got to put some of yourself into it" but "it didn't happen with her."

Ann found herself facing the very same problem. However, she handled it quite differently. After choosing to remain distant from her students in the hope of maintaining better control of the class behavior, she was surprised by the comments these students made. They expressed some regret at her remaining so aloof: "We didn't really know you. We didn't really get to know

you." Ann admitted that it was "one of the mistakes she made," and this admission represented the key difference when compared to Beth's situation. Ann reflected on the problem and made a critical appraisal of the situation. As a result of the experience gained, it was "one of the things that was modified." From then on, "no matter how big or small [Ann's] classes were, [she] tried very hard to talk about personal things, let them know that [she] understood." In contrast to Beth, Ann reflected on her original perspectives and behaviors, and thus acquired a better knowledge of students and a better grasp of the kind of problems they have to face. This in turn helped her to modify her classroom practices accordingly, and she tried "very hard to make personal contact with them." She found the rewards worth her efforts since it brought better motivation and better results on the part of her students. Some of the reasons for her original attitude were similar to those in Beth's case, i.e., her own anxieties and insecurities about teaching. However, unlike Beth, her willingness to analyze her problems and to make the effort to modify her behavior was instrumental in helping her grow into the kind of teacher she wanted to be.

Claire and Ellen were also willing to analyze and reflect upon their problems, and spent their semester struggling to find the proper balance between friendliness and discipline. Each went about it somewhat differently. Claire decided to start out the semester "[trying] to keep [her] distance from [her] students" in order to gain better control over discipline, then she started "working a lot more closely with them." Claire's supervising teacher was aware

of her concern and struggle trying to build a good teaching relationship with her students. After wrestling with this problem throughout her student teaching semester, Claire was still "trying to figure out how to handle relationships with her students."

For Ellen, the struggle proved to be much more dramatic, even violent at times. Ellen's preference for working closely with her students was strong and grew from her conviction that when closer to the students, a teacher "knows more about them and how they learn." Ellen's perspectives toward teacher/ student relationship shifted several times as the semester went on, reflecting deep struggles and growing pains. She believed that she had started the semester "trying to get to know them [her students] more personally too soon." At mid-semester she stated "I don't think it's the way to go. They don't have to like you, they have to respect you. I had my goals mixed up. I realized it, but it was too late." However, it was not too late, because when it started creating problems, Ellen set out to work on modifying her relationship with her students. Ellen's supervising teacher tried to explain Ellen's growing process, though she found it "hard to describe, because it was in small increments."

She said that when

> she [Ellen] realized she was not in control of the class, then she made an abrupt change, found that she would actually gain by not being nice, she would gain better classroom control. It's sort of like she started off being very impulsive, very naive, then had to pull back from the kids, really pull back hard, and then let herself go again.

Mainly, she stayed open to trial. No pre- post-measure could ever account for those fluctuations and that quality of growth, since both the before and after responses show a high degree of close interaction with the students.

Data showed that Diane was the most successful in establishing the rapport she wished to have with her students, in spite of her original fears. It is all the more interesting since Diane's relationship with her students was for her a major aspect of her being a teacher. Her caring and her desire to be there if her students needed it was a major theme throughout her student teaching semester. Although her "preference [was] to work closely, on a personal basis" with her students, she chose to start student teaching by keeping her distance. She admitted that she followed her supervising teacher's lead: "She showed love for the students, which I did, but she had a very professional attitude." Diane's attitude was evident when looking at the videotapes of her teaching. Even so, she feared at times that she was "a little too friendly with them" and feared to loose control of her classes, making friends at the cost of losing the students' respect as a teacher: "They like me and they respect me, but they don't respect me as an adult in authority, and I'm a little bit too close with them." However, her fears proved to be unfounded. Personal experiences related by Diane or by her supervising teacher, or recorded in field notes and on videotapes, plus Diane's students' end of the year evaluations of her teaching, all provide evidence that Diane managed to develop a very warm relationship with her students while eliciting much respect as a teacher.

In summary, while data from the questionnaires indicated that all five participants expressed a desire to develop a personal approach to teacher/pupils relationship at the beginning and at the end of the student teaching semester, they failed to account for the many variations in the student teachers' growth as teachers during that semester. Only the other sources of data revealed that Diane was most successful in achieving her goal of establishing close, informal and honest relationships with her students, interacting with them on matters other than schoolwork, and participating with students rather than remaining detached. In addition, she was the only one who received multiple testimonies from her own students that she was being successful in eliciting from them both love and respect, while motivating them to higher achievement. Data other than that collected through the questionnaires also revealed Claire's and Ellen's respective struggles to achieve a personal teaching relationship with their students. They also threw light on the differences in Ann's and Beth's approaches to originally similar problems. They helped explain why Diane grew into the teacher she wished to be, and developed a personal approach to teaching while Beth, although she too wished for a closer relationship with her students, remained distant and detached.

Teacher Control/Pupils Behavior in the Foreign Language Class

This category is obviously closely related to the preceding one, Teacher/Pupils Relationship. However, they both were major concerns as well

as main domains of growth for the student teachers and benefitted from being treated separately. The responses on the August 1990 and December 1990 questionnaires indicated that although all participants maintained an emphasis on letting students assume a great deal of responsibility for their behavior, a total of nine shifts in degree of responsibility were recorded. Ann's responses showed such a change on two items, both from Agree to Strongly Agree. Specifically she confirmed that she did not believe that it was a good approach for a teacher to start the year as a strict disciplinarian, thus reflecting what was discussed in the preceding category, and that she preferred a non-structured class environment. Claire's and Ellen's responses also shifted on two items, from Strongly Agree to Agree, concurring with the data discussed in the preceding category and indicating a move towards a less unstructured class environment. On those same items, both Beth's and Diane's responses recorded no change, showing Agree in December as well as in August, and remaining consistent also with the development of their perspectives in the teacher/pupils relationship category.

The questionnaire responses could not reflect the importance of this category for the participants and for the development of their identity as teachers, nor the similarities and differences in the continuous process of that development. The analysis of other data sources helped document what took place between August and December 1990. Of all five participants, Beth is the one who seemed to have the least problems with students' behavior control

and, as in other areas, the one who did the least growing in this category. She left other student teachers, especially Ann and Ellen, with the impression that she had no discipline problems in her classes. In her journal and interviews, it was not a topic as prevalent as it was in the data from other student teachers. For instance her journal recorded a total of only five brief entries dealing with that subject, all on a relatively positive note, such as the following, which was the longest one: "I was pleased with myself for the way I handled the talkers this period. Calling on them to say a line of dialogue or answer a question in the activity refocused their attention without a fuss." However, Beth's supervising teacher had already established patterns of behavior in her classes, and as in other areas, Beth "leaned on [her]," tried to "reproduce it as closely as she could," but never really took over on her own. Classroom observations and videotapes confirmed that Beth went through the routines of classroom management patterned after her supervising teacher's but "never put too much of herself into it." The result was surprisingly quiet, but very static classes, with a somewhat "robotic" atmosphere--to use one of Ms. Blackwell's terms describing Beth's own classroom behavior. Commenting on a class videotaped in November, Beth wished for more control: "a structured classroom environment is the heart of good teaching. Ms. Blackwell and I are too soft on the kids." Consequently, as in other areas, a gap remained between Beth's perception of what she was doing and what actually took place, even after watching her classes on videotape, and "she didn't progress."

Aside from Beth, classroom control was, for diverse reasons, one of the most pressing concerns for the participants throughout their student teaching semester, and a topic to which they returned often, in their journals, in interviews, and in meetings. Both Claire and Diane spent the semester looking for the proper balance between teacher control and students' responsible behavior. Claire was seeking to reach an equilibrium between "quiet" and "a little chaos." She never quite achieved what she was hoping for and toward the end of the semester she admitted in an interview: "I'd like to have a little more [control] than I do," while writing in her journal: "I tend to become too buddy-buddy with some of them."

Diane was also looking for the ideal recipe to balance teacher control and students' empowerment. She would have liked to give students a certain amount of autonomy while still keeping things under control: "I want to be in charge, but I also want the students to have a part, as long as the class adheres to my rules." Ms. Davis, Diane's supervising teacher, reported that:

> In the very beginning, there was a need to kind of be in control, just to get a handle on things. But as she continued to teach, it was more student involvement, student input. After the initial point of being in charge of the class, she gradually relied on the students to play a more active role in a lot of things.

All data showed that Diane was successful in achieving her goal though not without much doubts and struggle, as evidenced in her journal and interviews. As early as August, her journal entries showed much individual concern for her students while searching for what she believed was the most

efficient amount of teacher control: "I'm trying to find the thin line between getting [Kenny] to listen and giving him the attention he is starving for." Then the following week Diane wrote: "I've ignored his disruptions but have paid attention to him." As a result, Kenny "was surely stunned. He obviously did not expect anyone to offer anything to him." By the end of October, Diane's journal entries revealed that she was starting to feel comfortable with her own approach to classroom control: "Classes have been going well, and my hold on discipline is improving. Next week I'll teach all classes all week. I'm looking forward to it!" In mid-November, Diane's supervising teacher was not in school, and Diane ran into some unexpected discipline problems: "The kids were disrespectful and I had trouble keeping everyone on task." However, by the end of the semester, Diane could write: "I had some problems with discipline, but I learned to be firm, and I learned to follow through with consequences! . . . I learned how to deal with discipline, and how to take action!"

Ann was also successful in achieving the kind of balance she wanted between teacher control and student empowerment although her developmental journey was somewhat different. In August 1990, Ann did not start out expecting "any discipline problems." So when she encountered the reality of the classroom, she was surprised, and it then became "the biggest thing, and it was a big deal at first because [she] didn't know how to handle it." She expected to have "total control" over her students' behavior. Yet she soon came to realize that such a high degree of control did not constitute the best

learning environment: "It just proved itself wrong." This led her to revise her approach to behavior control and she "ended up changing." Then she gradually relaxed the amount of control imposed on the students, "letting them talk more and ask questions or do different activities, moving around." Upon which Ann noticed some improvement in her students' academic results. Again, in contrast to Beth, Ann was willing to reflect and take a critical look at her perspectives and behavior, and to reconsider her position. Thus she learned that "it's impossible to have total control." She learned to give less importance to the "little things" which by the end of the semester "didn't mean anything. Discipline, well it ended up not being the big problem I thought it would be, that it had been at first anyway. Maybe it was just that I had to get adjusted."

Discipline and motivating the students were to remain Ellen's main concern throughout her student teaching semester: "I don't know what to do, so it's a puzzle for me, that's a big order." Ellen's journal started with those words: "My first teaching lesson. I know my biggest problem will be discipline." It was dated September 4. Two days later she wrote: "After the first day of teaching I had the strangest feeling. I guess because I didn't have control of the class. But now I feel more comfortable, and I think I'm about ready to crack down." The feeling did not last. Every entry in Ellen's journal talked about discipline, the problems she had to face, the questions she had, the possible solutions. Sometimes she asked the questions and answered them--tried to--in

the next sentence: "What can I do about that? Wait, I have a solution." Ms. Elliot stressed that "The main [thing], she talked, she questioned everybody, questioned all the teachers: 'How would you handle this, how would you handle that?'" She did not hesitate to ask for help any time and any way she could. In her journal, she asked her supervising teacher: "I'd like you to help me find some type of effective discipline measures," and suggested to methods instructors: "Teach us about effective discipline measures so we'll have several methods to use."

Ms. Elliot insisted that "if she [Ellen] realized there was a problem, she would always try to find an answer, always tried to. Nothing discouraged her." With a lot of determination and perseverance she worked at it, analyzed the problem, accepted suggestions from her supervising teacher and her college coordinator, reflected on her perspectives and revised her position often, and managed to conquer what she called her weaknesses. Ms. Elliot pointed out that

> Ellen was very open to trying different things, and she was very open to adjustment and criticism. She stayed open to trial. . . . She tried <u>all</u> [Ms. Elliot's emphasis] kinds of techniques. She tried everything. She tried throwing the books on the floor, she tried yelling and she tried not yelling.

After one particularly difficult class at the end of September where Ellen "had really given up and gone back and sat at the desk," crying while the kids went wild, Ms. Elliot described what happened: "not only [Ellen] was not teaching the class, she was not controlling the class and I think after this

happened, her college coordinator talked to her, and I talked to her. We saw a big turn around." Ellen went through a tremendous growing process, "a coming of age" in her supervising teacher's words. "And at the end, she was a remarkable teacher. She was outstanding!"

To summarize, data revealed again that pre- post-questionnaires failed to document the process of reflection, analysis, and critical thinking which guided the development of perspectives which took place throughout the student teaching semester. Additional data was necessary to reveal that Beth was not aware of any serious discipline problems during her student teaching semester, but then she never actually took over the management of her foreign language classes. Therefore her perspectives remained mostly static and she remained convinced throughout the semester that "a structured classroom environment is the heart of good teaching." In contrast, data showed that teacher control over students' behavior was a major issue in the case of the other four participants. They all struggled to various degrees and along different paths to look for their own equilibrium between being in charge and giving students a certain amount of autonomy. Ann, Claire and Diane progressed steadily and with relatively little trauma toward their respective goals. By the end of the semester, Ann and Diane had not only achieved the kind of class atmosphere for which they were hoping, but they were also reinforced in their accomplishment by the very positive feedback of their own students. However, Claire had not quite reached what she believed would be the perfect equilibrium between "quiet" and "a little

chaos" in her classes. The most striking and most traumatic experience was Ellen's. She went full circle through numerous painful reflective and critical reconsiderations of her perspectives, and through self questioning, to eventually achieve tremendous growth, thus becoming an "outstanding teacher" in her supervising teacher's words. Yet she achieved that without giving up any of her tremendous enthusiasm nor her hope to "eventually work on having [the] type of atmosphere" she dreamed of: to be a respected teacher and to have a class which would "mean something to [her students] besides just learning."

Teacher/Parents Relationship

Data from questionnaires as well as from other sources did not reveal any changes in this category. It may be because as student teachers, participants' responsibilities did not entail interaction with parents, except in a few exceptional instances like open house or an occasional telephone call about a student. For instance Ms. Clark confirmed that Claire "didn't have much contact with the parents of the students" not because she did not want to, but because the opportunities were few in her position as a student teacher.

Children and Learning in Foreign Language Teaching

Children Diversity

Data on the August and December 1990 questionnaires revealed that all five participants remained strongly aware of the diversity among their students. They all Agreed to Strongly Agreed that all students could succeed in school if given the chance. And they all Agreed that schools should pay as much

attention to the students' socio/emotional needs as to the development of their academic skills. Except for Beth who hardly mentioned students diversity throughout the semester, other sources of data confirmed the questionnaires responses but qualified them. Specifically, it became obvious through data collected in the journals, interviews and field notes that the participants thought mostly of diversity in terms of "difference in their ability of learning" to use Ann's terms. For instance, Ann stated that she grew increasingly aware that students learn at different rates, while Claire realized that students learn in very diverse ways. Diane talked about the different learning styles of her students and Ellen recognized that "not all students are the same, and all students learn differently." The participants realized that such diversity might be a source of problems, both to teach and to monitor classroom behavior. For instance Ann admitted in an interview that it created a serious problem for her and that her dilemma was finding a workable balance between individualizing her teaching and maintaining the control of her class: "It was very hard for me, it was very difficult." It took her some time to devise a strategy which allowed her to respond to her students' diverse needs: "When I have a diversity in the level of learning, I don't just pick on one person, I try to bring it out in the group kind of way." However, by the end of the semester, she admitted still having "a little bit of a problem with that."

Claire, Diane and Ellen recognized that it was a challenge for teachers, but did not seem to have as much difficulty finding a solution to students

diversity in learning. For instance Claire who recognized having a wide range of students in her classes handled it by trying to have them work together, "the more advanced ones with the ones [to whom] learning doesn't come as easily." Diane's solution was to give individual attention gaged to the needs of the students, and to spend extra time outside the class to work with the students who had difficulty with a particular problem. And as Ellen did, she recognized that "lots of times, learning techniques have to change in order to teach some students." Although when she started the student teaching semester Ellen admitted that she "didn't have as many ideas about what to do," she soon went a step further than Diane and added that it is necessary to routinely plan on "[using] a variety of teaching methods" in order to respond to such a diversity. She also believed that "learning centers are a good idea" and that every person's unique skills should be used in the foreign language class. Although they recognized that "it's a challenge for teachers to have to work with that," both Claire and Ellen believed that it was better for the teacher and for the students to have "a different range of abilities in the classroom." In fact, Ellen stated in an interview that she was happy that her school gave her "a chance to work with a variety of students."

In addition, Ann, Diane and Ellen also pointed to some common traits among their students. Ann perceived her students as being both unique and sharing common traits: "there are also some general things about students, just about their age or whatever." Diane did see "general categories" common

to all ages and cultures, almost archetypes: "I guess they're the same categories that there's been ever since school began" she declared in an interview. In another interview, Ellen stated: "Students are unique, but you could just classify them in categories, like lack of responsibility, lack of motivation, but that's kind of being unfair." Diane also expected them to act in terms of those general categories, even though she defended herself from doing it systematically. In fact, they both perceived it as "unfair," and "not a good thing to do," but found it difficult to avoid. Moreover, Diane and Ellen were the only two participants to mention socioeconomic diversity, although Diane stated in an interview that "she never really had cultural diversity."

In terms of behavioral diversity, all participants believed that students should be held accountable to the same standards. "You have to be fair and consistent" declared Ellen in an interview. In another interview at the end of the semester, Ann illustrated her position, explaining that she did not accept that "bad home lives" for instance "should be used as an excuse, as an escape, for them not to do things or for them to get away with things." She knew that it "doesn't help them out." Diane added: "I think they should be accountable for the same behavior, for standard behavior, because when they get out into real society, they're [all] responsible for their behavior." However, they were willing to permit a wide range of behavioral responses from their students. Diane believed that it helped them "think and grow intellectually": "In discipline, I don't

think it would be any fun if everybody behaved the same. . . . So I think variety is good."

In summary, all participants--though Beth did not elaborate on that outside her questionnaires--"knew students were diverse individuals" in Ellen's words. They perceived them as distinct, unique and complex individuals in need of more individualized teaching. That in turn presented either a difficulty or a challenge which each student teacher handled differently. In contrast, in terms of behavior, participants emphasized a more "universalistic" (Berlak & Berlak, 1981) approach where the same standards applied to everyone.

Curriculum

Responses to questionnaires indicated that Ann, Claire, Diane and Ellen's orientation in favor of a universalistic emphasis on the curriculum had not changed at the end of the student teaching semester. Beth's responses still registered No Opinion.

Additional data collected throughout the student teaching semester revealed that the participants' perspectives on curriculum changed, explained Ms. Clark, as they gained more "understanding of the students themselves." She continued, in an interview: through "practice, just being with them every day, just having to deal with them every day," they were "able to understand their attitudes, and where they come from, and being able to relate more to them." Ann pointed out that her own perspectives changed soon in the semester as she realized that students were all different and "not everybody

learns exactly the same thing." Therefore she came to the conclusion that "you have to try to be kind of open, universal, yes, you have to be universal when you're teaching."

In her interviews and journal, Diane expressed a divided opinion on the concept of a curriculum common to all schools and students. She believed that it is a good idea in as much as "there can be some uniformity" but she thought that it is not a good idea when considering that "everyone is different." By the end of the semester, she could not reconcile the two and come to a decision:

> For the sake of uniformity and for the sake of everyone having the opportunity to grasp the information, curriculum should be the same; but curriculum has to be different because different regions of the country are so different, different people are so different.

To summarize, data indicated that throughout the semester, participants grew more aware of pupils differences. As a consequence, they leaned toward a more particularistic curriculum. However, it did not mean tailoring different curricula to individual students' needs. For instance, Ann believed that teaching occurred, even though the students might not equally learn the one thing which she had planned on teaching them: "whatever they can take from whatever I give them is good enough. If they can take something at all." She admitted that the only time she believed that her teaching might fail, that she might be "doing it wrong," was "if they [didn't] take anything at all" from whatever learning material she submitted to the class.

Resources

Data from the August 1990 and December 1990 questionnaires indicated only two changes, both from Agree to Strongly Agree in favor of a more equal share of resources. Data from interviews, journals, and observations throughout the student teaching semester confirmed this perspective. Participants explained their belief that schools should all receive equal material resources. Ann added that they should also get the same amount and kind of support. Only Ellen mentioned resources of time and attention in addition to material resources: "I think they should be definitely spread equally. I think time, and attention, and resources should be shared." Both Diane and Ellen commented on desegregation and busing as attempted solutions to inequity of resources. They both believed that it was not a fair solution. Ellen declared: "I think busing is not fair. You're bringing them in a neighborhood where they don't belong, where they don't feel they belong. That puts them on a defensive automatically. I don't think busing is a good solution." Diane concurred with that, adding: "There's probably other unfairness, better teachers may have been in the white schools. But when dealing with resources, everything should be allocated equally."

In summary, data indicated that all participants maintained the perspective that all pupils deserve equal share, in terms of both quantity and quality, of school resources.

Culture Consciousness

Responses to the questionnaires indicated a heightened degree of cultural awareness by the end of the student teaching semester. Specifically, the changes recorded were from Agree to Strongly Agree for Ann, Claire, Diane and Ellen, on the two following items: the influence of the home background on pupils' failure in school, and the role schools play in perpetrating social and economic inequalities in our society.

Data from other sources confirmed this perspective and clarified its development during the student teaching semester. Ann somewhat summed up everyone's perspective when she declared that although each individual's culture is very valuable, each has to live in a particular society to which he/she must be well adapted in order to be successful within that society. And she believed that "school is one way for them to get to adapt to society." Both Ann and Diane distinguished what they would like to see ideally. For Ann,

> whatever their society happens to be, whether it's black, or whether it's indian or whatever, they can learn how to live and survive in their social culture, in their social world. And hopefully [school] will give them enough skills so that they can go on to other cultures.

Ideally, Diane would see "the aim of education in dealing with cultures" as being "to make students aware of other cultures and how their culture fits in." As a consequence, both Ann and Diane believed that one of the values of a curriculum which included foreign languages was in the role which school could play in opening up the world of other cultures and societies to children.

However, they perceived the socializing role of schools differently. Ann believed that the children's specific culture was reinforced not by the school, but by "extra curricular things." Diane felt more strongly about it and asserted that in fact "education is gearing right toward the white middle class society, 'The [Diane's emphasis] American Culture' quote unquote, even different cultures within the United States."

As for Ellen, throughout her student teaching semester she had a difficult time identifying her own position on whether the aim of schooling is to socialize pupils to a common culture. She believed that "schools do socialize students into one culture," attempting "to teach them responsibility and to be good citizens." Like Diane, she wondered whether this meant "a culture for white," in which case she did not agree with this agenda: "It [school] should not do it. I don't think they should want to clone everybody." She gave as an example the Cajun language and culture as opposed to the French metropolitan language and culture. However Ellen did not "think that the school is trying to change their own languages or their own beliefs" whatever ethnic group is concerned. She declared in an interview: "I think we're trying to correct incorrect grammar" and gave the example of the sentence "Who dat it?" which she believed "needs to be improved." She thought that grammar and cultural heritage should be distinguished. She saw no problem with trying to correct the former, but she believed that the latter should be reinforced, nurtured, and valued. In addition, Ann was convinced that diversity of cultural backgrounds among students, was

not an obstacle, but rather a source of enrichment, for "you learn about somebody else's culture. In those instances where people are from a variety of cultures, I think it's even better for the students."

In summary, data indicated that throughout the student teaching semester participants developed a heightened awareness of cultural differences as they gained a better understanding of their pupils. They expressed a desire to foster in pupils an appreciation for those differences and for their uniqueness as well as for the values they carried, be it language, race, ethnicity, and culture. They pointed out that schools may play a dual role in helping students to "be well adapted in order to be successful within that society," with the danger of trying to level cultural differences "right toward the white middle class society." They viewed the foreign language class as a particularly privileged space where awareness to cultural differences can be fostered, taught and valued.

Foreign Languages and Teaching Methods

Importance of Foreign Language Teaching

Questionnaire data indicated no change of perspectives in the importance of foreign language teaching for three of the participants: Ann, Claire and Diane. Diane's responses were the most extreme, both in August 1990 and in December 1990, indicating a Strongly Agree answer to all items in this category. Ellen's responses shifted on one item only, from Agree to

Strongly Agree, in favor of not removing foreign language teaching from the curriculum even when there is not enough time to do everything.

Beth's responses in this category were the most striking on all items, indicating a change of direction in her responses on all of them, from Disagree to Agree. In August 1990, responses to the CFLT indicated that she did not agree with giving foreign language teaching a high priority in the curriculum. By the end of the semester, her questionnaire responses revealed that after completing her student teaching semester, she agreed to giving foreign language teaching a high priority in the school curriculum.

Data from other sources investigated throughout the semester confirmed the questionnaires results. However, as noted under question number one, Beth's written responses and interview prior to starting student teaching did not corroborate Beth's August 1990 questionnaire answers in this category. Therefore the shift was not actually as important as it would appear when looking at the questionnaires alone. Throughout the semester, Beth's belief in the importance of foreign language teaching was reinforced, and although she did not express it as strongly as the other student teachers, she nevertheless viewed foreign language teaching as "a good vehicle for developing in children an appreciation for the differences in people as well as the similarities."

For the other four participants, data other than the questionnaires revealed that they strongly believed in the value of educating Americans in foreign languages and cultures. For instance they believed that one of the

values of a curriculum including foreign languages lay in the role schools could play in opening up the world to other cultures and other societies. In an interview, Ellen stated: "I think all students should be exposed to another foreign language and people. They should have the opportunity to learn other ways of life exist." Diane believed that Americans especially were in need of strong foreign language teaching programs: "We, as Americans, need education of foreign languages and of the foreign countries themselves."

To summarize, all participants believed in the importance of a strong foreign language teaching program, and Ann, Diane and Ellen's perspectives put the strongest emphasis on this category.

Knowledge: Personal - Public

Data revealed that by December 1990, responses to both questionnaires in this category had shifted to Agree on all four items for Ann, Claire and Diane. Beth's responses indicated no change from August 1990 to December 1990, and Ellen's revealed one change only, from Strongly Agree to Agree, on the issue of rejecting comparison of students' work as a method of motivation.

Ellen's interviews and journal entries confirmed that she maintained a firm position in favor of knowledge as personal throughout the semester. At the end of the semester, she still strongly affirmed in her last interview: "Yes! Definitely! Knowledge is very personal." Throughout the semester, Beth's discourse in interviews or journal entries, as well as her classroom practices, did not coincide with her questionnaire data. Her supervising teacher summed

it up at the end of the semester in these words: she "[used] too much rote learning." Ann's and Claire's interviews and journal entries expressed their belief in personal knowledge. For instance Claire stated in her last interview that learning is easier if "they can relate [new knowledge] to things they already know." However, in their classroom practices, only Ann made a conscious effort to consistently implement those beliefs, though she was not always successful. As for Diane, by the end of the student teaching semester, she was still not sure whether knowledge is influenced by the personal meaning learners give it.

Knowledge: Process - Product

Data from the August 1990 and December 1990 questionnaires indicated no change at all for Beth on any of the six items in this category. The responses of the four other student teachers shifted from Strongly Agree to Agree, except for Ellen, whose shift was toward a more extreme position, from Agree to Strongly Agree. Diane's responses shifted on one item only, from Strongly Agree to Agree, on whether to ask foreign language students questions which may have more than one possible answer. Ann and Ellen responses shifted each on two items, but in different directions. Ann's revealed that at the end of the student teaching semester she put less emphasis on the importance of students enjoying foreign language classes than on acquiring skills, and on questioning what they are asked to learn in the foreign language class. In contrast, Ellen's answers showed a strengthening in her conviction

that students should question what they learn, and in her belief that too much time is spent having students memorize vocabulary lists and grammar in the foreign language class. Claire's responses shifted on three items, from Strongly Agree to Agree. In her case, data showed that by the end of her student teaching semester she emphasized less the importance of students learning how to think critically about languages and culture, and questioning what they learn. Furthermore, she did not feel as strongly about foreign language students spending too much time memorizing vocabulary lists and grammar.

Data from other sources revealed that all participants strongly believed in knowledge as process throughout their student teaching semester. They could not explain the theory underlying their belief, but they were convinced that, in Ann's words: "you have to emphasize the process because if you give someone just a question and they answer, they won't really learn anything. They just learn the answer." However, Diane explained that she had some difficulty dissociating the process of learning and its end product: "The product is directly related to the process, this is how I see it. I do put value on the product, but I think first comes the process. So my priority would be process. I really can't say why process would have a value in itself, but it is still related to the product."

Claire and Ellen saw the teachers as playing a major part in the learning process of their students, and in the foreign language class, they both pointed

out that it was not only through the way they taught, but also through the way they evaluated their students' knowledge, and the way they handled errors and their correction. Throughout the semester and in different forms, they stated something similar to what Claire said in one of her interviews: "I think teachers can be a big help for that. They shouldn't encourage [students] to simply memorize facts and simply do what they have to do to pass a test. It goes beyond that." In the foreign language class where communication is emphasized, Ellen stressed the importance to "really listen to what they're saying," to listen to "the real meaning" and not just "to the words." Field notes and videotapes of her teaching supported Ellen's expressed beliefs.

Except for Ellen, the other student teachers often overlooked process in favor of product in the way they conducted their class and in the way they evaluated their students' learning. For instance, there still was frequent use of textbook and workbook activities which promoted product-oriented thinking--i.e. structural activities, one answer only--rather than emphasizing the thinking and reasoning underlying the production of foreign language discourse. This may have been influenced by the fact that except for Ellen, the student teachers were teaching high school classes and therefore, they were accountable for grading their students and evaluating them in a way which would be acceptable for the school system. Ellen was in a middle school and she was not required to give grades to her students in her foreign language classes.

All participants declared being open to students questioning their teaching. However, class observations revealed that it was not always possible, mostly because of time constraints as perceived by student teachers, and because of their concern about class control. Beth seemed most comfortable when dealing with very structured activities leaving no room for questioning: "It made me feel good that they went along with what I was trying to do." In her interviews, Beth's supervising teacher pointed out that she used "too much rote learning, where the kids are expected to be quietly at their desks, correcting what's on the screen [of the overhead projector]. And it would go on for too long, when I could have a sense that she'd lost the kids long ago and she would still keep on with it." Beth's supervising teacher tried to explain the discrepancy between Beth's expressed perspectives and what actually happened in class: "It was easier for her to do. So maybe it was just that she had not internalized the theory that had been presented to her."

Claire declared in her interviews that knowledge should remain "very open to questioning." On several occasions, she expressed the belief that students should be encouraged to question knowledge, and to have and express "their own opinion about things," "to come up with their own ideas." However, she soon recognized that she lacked experience in time management and on September 23, she wrote in her journal: "a lot of what I need to develop while I'm student teaching is time management and organization." She also had to struggle with student diversity and discipline. Although she made

progress and her September 21 journal entry read: "I am learning how to deal with these situations," in her foreign language classes, she could not encourage questioning on her students' part as much as she would have liked to.

Ann, Diane and Ellen all encouraged student questions in their foreign language classes and were able to implement it to varying degrees. In an interview, Diane declared: "I think the students need to be taught to question. If I tell them something and they question it, I welcome that. I don't think they're doubting me, I think they're doing this for their own knowledge, to prepare their own knowledge." Ellen was convinced that "we wouldn't know anything if we never questioned anything." Therefore she encouraged her students to question: "They definitely need to question. They need to ask 'Why?' Knowledge should be questioned, I don't think it should be set." Even more so than Claire, Ellen fiercely struggled throughout the semester to implement a process/constructed approach to her students' learning while trying to maintain some classroom control. Ann did not feel threatened by her students' questions. After her initial surprise at some students questioning her teaching, she "started thinking: 'Yes! Gee! They really have all the rights to ask: Why is it that way? Why can't it be that way?'" Throughout her student teaching semester, Ann's conviction grew stronger that "it's important for people to know exactly why they're learning things, and what they're learning." Observations of her classroom practices revealed that she was increasingly able to implement this belief in her everyday teaching.

To summarize, although interviews and written responses indicated that all five participants expressed a concern with the process and constructed aspects of learning throughout their student teaching semester, data from field notes and videotapes revealed that they were not always, and equally, successful in implementing this approach.

Learning: Integrated - Fragmented

Results on the questionnaires indicated that all the participants' responses in August 1990 and December 1990 remained in the range of Agreeto Strongly Agree in favor of an approach to learning and knowledge as integrated. Two items were unanimously Strongly Agreed to by the end of the semester. They concerned the use of arts, crafts and sports, and of literature, art and drama in the foreign language class.

Additional data collected throughout the semester qualified each participant's position. Since Beth never did "progress on to that next plane of preparing for herself" as indicated on several occasions by her supervising teacher, observation of Beth's foreign language classes could not reveal whether she was able to implement her own perspectives of foreign language teaching as integrated. Ann, Claire, Diane and Ellen all tried to implement their perspectives in this category, and looked for different ways to achieve a more integrated teaching approach in their foreign language classes, in terms of both subject content areas and skills.

Ann encouraged her students to "put together all the things they've learned," drawing on what they learned in other classes, be it content or skills. By the end of the semester, Diane was still not clear on how she would go about integrating other curriculum subjects in the foreign language class. She was aware that it was difficult, but she still believed that it was possible, and was still looking for means to do it. In an interview she declared:

> I think that as much as possible, classes should be mixed or should overlap somehow. Classes [would] combine maybe geography and French, and the teachers would team teach, both of them would do it together. I really don't know how you would go about doing that, especially starting from something that's already separated and trying to combine them.

As for skills, Diane believed that they are interrelated and should "intertwine." Claire would have liked to involve the whole curriculum and wished that there would be more "collaboration" between teachers of different content areas. For instance, she proposed the study of South America in cooperation with the geography teacher "to teach some of the lesson together." However, she did not get to try this approach during the course of her student teaching semester.

As in other categories, Ellen was the most enthusiastic, and the one willing to take the most risks, in spite of her difficulties with discipline. She declared on several occasions that all subjects are closely interrelated, and in an interview she insisted:

> You can't teach a subject without bringing in another subject. In French, you teach geography, you teach history, you can teach math, you can

> teach science, you can teach art, you can teach dance, all subjects should be tied together. They should be integrated. It makes things more real.

She also believed that, especially in foreign language teaching, skills and content should not be fragmented either. "You should definitely, especially in French, you should tie in everything. It should be like a spiral. You should try to make everything tie in as much as possible." Field notes and videotapes revealed that Ellen tried to implement these perspectives in her foreign language classes. For instance, she had the opportunity to team work with the music teacher and with another teacher of French.

In summary, the student teaching semester confirmed the participants' beliefs in the value of integrated learning. Except for Beth, they tried to relate various subject content areas to one another, connecting new material in the foreign language class to something already known by the students. They tried to treat foreign language teaching as a whole rather than as the sum of fragmented items, and as part of a total learning process rather than as a separate field.

Learning: Social - Individual

On the December 1990 CFLT questionnaire, the participants responses remained in the range of Agree to Strongly Agree on all items of this category, thus indicating only a change of degree in their emphasis on a socially constructed knowledge perspective of foreign language teaching.

An analysis of the other data collected throughout the student teaching semester provided additional information to document what took place during the semester. Ann had responded Strongly Agree to all items on the August 1990 questionnaire. However, after gaining some experience in teaching, she believed that some children learn better individually, while others learn better in groups, which may account for her responses all shifting to Agree in December 1990. For instance, she described a young student who "couldn't do the group work or anything like that, but when by himself [on a one to one basis with the teacher], the pressure was off to perform in front of other people and he did much better." Yet by the end of the semester, she recognized that "the majority of the students work better in groups," and she never ceased to encourage interaction between her students, as long as "it is constructive." Her difficulties in implementing her perspectives on group work, arose form the school regulations. The administration had put restrictions on moving desks, on group work, and on oral activities. So Ann tried to "[find] something else to get around. I just tried to move around it, but stayed in the limits." For instance, since she believed that "it's extremely important for them to do group work," she limited her groups to two or three, and called it "partner work." They could work like this without moving desks around. Even so, she felt limited and wished she could have done it more often.

In the course of the semester, Ellen also became aware that some students produced their best work when working alone: "Some people work

better alone, and some work better in groups. But it depends on the activity." For example, she pointed out that communicative activities "you can't do it without a group." She strongly believed that "you have to [encourage interaction between the students] especially when you're teaching a foreign language," since "communication is the ultimate goal."

Ann, Claire, Diane and Ellen all used group work throughout their student teaching semester: field notes and videotapes revealed that all four used some form of group activities once or more often every time they were observed teaching a foreign language class. In an October 11 journal entry Beth wrote: "I am anxious to do more paired activities. I think students get so much more out of those activities than when I'm just telling them something." This was the only mention of group work in Beth's data, and none of the classes observed included any group work activities.

In an interview at the end of the semester, Claire's supervising teacher described the approach she used: "She usually tried a combination, working with the whole class, then in groups. Sometimes she taught them individually, sometimes group work, sometimes the whole class." Diane also encouraged her students to work in cooperation. She believed that "working together does help out" and she "[allowed] them to do group work," although she kept the groups small, "no more than three or four."

In summary, throughout the student teaching semester, data indicated that the participants maintained perspectives with an emphasis on socially

constructed learning. Except for Beth, they managed to promote cooperative learning and group activities in their foreign language classes, though to varying degrees.

Additional Resources - Reliance on Text

Questionnaires responses indicated no change on any item in this category for Beth, Diane, and Ellen. Both in August 1990 and in December 1990, Diane and Ellen Strongly Agreed on all items that it is better to bring into foreign language teaching a variety of methods and materials while using the textbook simply as another resource, while Beth answered Agree on all items in this category. Questionnaires responses from Ann and Claire shifted on one item only, both from Strongly Agree to Agree, the former on the amount of planning necessary when using visuals, props, realia, and hands-on activities; the latter, on the book not being the single most useful tool to teach foreign languages.

In this particular category, data from field notes and videotapes, plus interviews with student teachers and their supervising teachers, and journal entries throughout the semester were indispensable to document student teachers' perspectives and their development during the student teaching semester. In Claire's case, they confirmed her responses on the questionnaires and showed very little change throughout the semester. From the beginning of her student teaching semester on, Claire was very willing not to confine her work to the textbook, and to follow her supervising teacher's lead "to bring

materials and ideas other than the text." She and Ms. Clark used the textbook only as a "skeleton," to give support to their planning and teaching.

In contrast, although data from the questionnaires also showed very little change in Ann's perspectives on the use of the textbook, her position on this category evolved differently from that of Claire and of the other participants. At the beginning of the semester, "there were no textbook available" for a first level. As for the second level, she deemed the textbook inadequate. So she decided to "[bring] in extra things." They studied topics such as months, seasons, and time. When the textbooks finally arrived, at the end of September, she started using them, and "kind of went along with it." She did not want to repeat what had already been covered, yet she did not want to "skip around" either. She opted for "skipping over" what she already had presented to the students, to "go to the next" topic, working with the textbook only. At the time, she believed it was the approach the most helpful to the students: "At least, if somebody missed a day, they knew what they could make up." In her classes, "every grammar aspect and things like that were from the textbook, in sequential order of the textbook."

However, she may not have been as dependent on the book as she believed, since in her comments on her first videotaped class she wrote: "I carried my text around for security. I didn't usually do that." Nevertheless, not until the end of the semester, when she analyzed the returns on her students' evaluations of her teaching, did Ann become aware of the problems which

might have been caused by relying too much on the textbook. "By the end of the semester, I got some of my comments back, and students were telling me maybe I should try other things, you know, bring in some extra, more things than just the textbook."

After this experience, Ann concluded that her teaching should not be limited to the textbook: "Now I don't go by the textbook." Moreover, she realized that not all textbooks are reliable guides since "their sequences are not logical." At the end of the student teaching semester, she expressed a preference for a consistent use of additional resources, and tried to bring to her instruction cohesion and coherence. She admitted that one of her greatest difficulties was "trying to make everything go together, flow into the next activity." She regretted not having been prepared adequately to handle this aspect of her teaching foreign languages, although it is highly recommended by the theories of foreign language teaching and by the most widely recognized foreign language teaching approaches.

> It's a big problem that I have because we didn't learn that, we just learned how to teach different little things. But nobody taught us how to put them together. So I'm trying to do that now. It's hard though. It's really difficult for me to try to find things to put them together.

Although Diane responded Strongly Agree to all items in this category of the questionnaires, both in August 1990 and December 1990, thus indicating an emphasis on additional resources rather than reliance on the textbook, like Ann,

she also perceived her own student teaching as relying too heavily on the textbook. She blamed her own lack of creativity:

> I tend to follow the book because I'm very low on resources. I also feel like I'm a very boring teacher, because I don't have anything that I can give the students that would make it fun, that would add a little oomph or add a little surprise to the lesson. I wish I could find more resources, some things to add to the class. But right now, I'm pretty much following the book.

Data from fieldnotes and videotapes as well as testimonies from her students contradicted Diane's perception of her teaching as confined to the textbook and lacking creativity. They revealed that her foreign language teaching approach was dynamic, certainly not wanting for creativity, and highly motivating. For instance, a student to whom Diane referred as her "problem child" wrote at the end of the semester: "At first, I didn't like her. Me and my friends liked to joke around. She kinde straitened [sic] us out. She MADE it fun for us to LEARN [student's emphasis]. I wish they had more teachers like her."

In contrast to the other participants, Ellen believed from the beginning of her student teaching semester that reliance on the textbook was very confining. However, she liked the security it gave the teacher. Although she recognized that the latest textbooks offered a wider choice of material, resources and methods, she still viewed them as constraining for the foreign language teacher.

> When you do have a textbook, you're very confined. I like textbooks because it is easier for the teacher, but I don't like textbooks because it's not good for the students. Because some teachers sure seem to get tied down in the textbook. You tie the students down and you tie

> yourself down. Of course these days the textbooks are better. More recent textbooks have so many supplemental materials, they have the computer, they have all the workbooks, all the communicative activities, the video, so you have a lot of freedom to use whatever you want. But they do restrain.

Fieldnotes and videotapes of Ellen teaching foreign language classes support her interviews and journal data. For instance, at the beginning of the semester, she had the students make puppets and use them for oral expression in her foreign language classes. She used songs and games to work with numbers. She brought in fruits and vegetables and devised hands-on activities using them to promote learning and memorization without rote and drill work, and to encourage communication. She designed and prepared overhead transparencies and other materials to help students and to motivate them. Ellen did not always get the response she expected from her students, and wrote in her September 21 journal entry: "I mean how much simpler and funner [sic] could we possibly make our French classes. If they don't like making puppets, pretending to be at a French restaurant, and playing Bingo for candy, what will they like?" However, like in other areas of her teaching, she did not let that discourage her: "Believe me, I enjoy teaching." And by the end of the semester, she had learned to control her classes and her teaching was effective, as indicated by Ms. Elliot's comments in Ellen's journal: "Very good lesson today!" "This was a well prepared lesson. It was effective and could have been outstanding with just a little bit tighter class control." "Student interest is there."

Beth's perspectives as expressed in the questionnaires, both in August 1990 and in December 1990, and supporting the use of resources other than the textbook in the foreign language classroom, were not confirmed by her classroom practices. Fieldnotes, videotapes of Beth's teaching, and comments on Beth's teaching practices from her supervising teacher all concurred to indicate that Beth essentially relied on the textbook when teaching. Beth seemed to appreciate the value of working outside the textbook. In her journal entry dated September 6, she wrote these comments after observing foreign language classes in another school: "TPR and the teacher's outstanding organization and choice of activities made classes exciting to behold."

Beth's supervising teacher, Ms. Blackwell, confirmed that Beth could appreciate the results "every time she tried one of those communicative activities or finding something the kids were interested in." She could see "that it does work, and the kids do enjoy it, and they do learn it much quicker, and retain it much better." Ms. Blackwell added, in an interview: "The times that I would give her an activity, she could see the difference, and yet she would always fall back, in moments of panic, to the book." Although Beth expressed her belief in using additional resources and materials, Ms. Blackwell pointed out that she "never brought anything on her own," and "leaned on her to prepare the materials." In another interview, she pointed out that Beth "wanted a book to give her word for word what she should say, and when that didn't work, she would rely on whatever extra things I wanted to bring to the classroom." Ms.

Blackwell stated several times throughout the semester that Beth "did not progress on her own." Her preferred teaching style was described by Ms. Blackwell in one of her interviews: "she just kind of robotically did whatever I told her to do" and when she would forget, "go back to the textbook, was basically what she was doing." Even so, Ms. Blackweil believed that "in a way, even that textbook can be approached in a manner more interesting than what she was doing with it." After working with Beth for a whole student teaching semester and observing her teaching foreign language classes every day, Beth's supervising teacher declared in an interview: "If she teaches, it will be strictly, strictly out of a textbook."

The textbooks used by the participants in this research provide more material than could actually be covered in an academic year or semester. They are often inadequate to make provision for the developmental process of internalizing the foreign language. Student teachers had to make choices, and in order to do that they needed to know how each and every type of textbook activity would elicit the students' learning process. They also needed to understand what kinds of activities the textbook did not provide and be prepared to supplement in whole or in part what was missing.

To summarize, both at the beginning and at the end of their student teaching semester, all participants declared a preference for bringing into their teaching a variety of resources, materials, and methods while using the assigned textbook as another resource only. However, an analysis of all data

available revealed some significant differences between the participants' expressed positions and their classroom practices, especially for Beth, and between participants themselves and how their perspectives on textbooks and additional resources developed.

Innovative - Traditional

Data from the August 1990 and December 1990 questionnaires indicated no change for Beth, Diane and Ellen on any of the items in this category. They remained in the Agree to Strongly Agree range. Ann's and Claire's responses shifted on one item only from strongly agree to agree for each of the respondents. For Ann, it concerned taking into account students' affective needs in the learning process, and for Claire it was on the importance of global education in a foreign language curriculum.

Data from other sources helped qualify the questionnaire results. Field notes, videotaped teaching, journal entries, and supervising teacher's comments indicate that there was a gap between Beth's expressed perspectives and her classroom practices. For instance Beth came into a student teaching situation where her supervising teacher used videotapes extensively. The video programs Beth used in most of the classes were selected and suggested by Ms. Blackwell, but Beth never did learn how to comfortably operate the video equipment, nor how to use the French videotapes for pedagogical purpose. Ms. Blackwell declared in an interview: "it was not her job to watch the video, it was her job to watch the kids. And she

never, ever understood that." Ms. Blackwell believed that Beth "had heard all the possible theories" before coming to student teaching, however, she "never talked theory," and Ms. Blackwell wondered "if maybe she just did not believe some of the methodology that had been presented to her." According to her supervising teacher, throughout the student teaching semester Beth seemed to remember "her own way of having been taught, the way she [Ms. Blackwell's emphasis] learned language" which "was by a grammar-driven method, and [Beth] kept going back to that." She added that Beth "would always still fall back, in moments of panic," not only to the book, but also "to the old grammar-driven method. I think it was . . . the way she learned years ago herself. She learned the old ALM method."

The other four student teachers attempted to include activities from sources other than the textbook. Even Ann and Diane who stated in their interviews that they either mostly relied on the textbook or used it too much included in their teaching of foreign languages numerous activities which encouraged cooperative learning and engaged students in direct experiences. Those required an authentic use of the target language, and included the use of authentic material. For instance, as discussed above they all used group work, even Ann who was not allowed to by the administration of her school. Whereas Beth was never observed to use group work and reported one instance only in her journal, on October 11: "The 'Tu Parles' activities went well. I am anxious to do more paired activities." Data indicated that Ellen was by far the most

innovative in her approach to teaching foreign languages throughout the semester, notwithstanding her difficulties with student behavior control. In an interview, her supervising teacher recalled: "She came in with wonderful enthusiasm and great ideas. . . . And she had a lot of enthusiasm, a lot of creativity." According to her supervising teacher, this is one reason why "she was so outstanding at the end [of the semester]. She did have the techniques, and once she gained control of the classroom, she could implement those and use her creativity."

Teaching Approaches: Communicative/Proficiency - Grammar/Audiolingual

Responses to the questionnaires in August 1990 and December 1990 indicated that all participants Strongly Agreed or Agreed in favor of a communicative/proficiency approach. At the end of the semester, four participants expressed No Opinion on one item only, and that was concerning the need to ignore linguistic accuracy from the beginning of instruction in foreign language teaching. On that item, neither Beth's answer (Disagree) nor Ellen's (No Opinion) changed from the August questionnaire to the December questionnaire. For Ellen, it was the only item on which there was a shift at all, from Strongly Agree to No Opinion, while her responses to all other items indicated Strongly Agree, both in August 1990 and in December 1990, in favor of a communicative/proficiency approach. For the other four participants, a few responses shifted between Strongly Agree and Agree, but still indicated an emphasis on the communicative/proficiency approach.

Data other than the questionnaires were helpful in understanding the development of each student teacher during the student teaching semester. As mentioned earlier, the categories of analysis are not insulated one from the other and there has to be some interaction between them. Therefore it must be noted that some categories previously discussed are especially pertinent to this one. They include "Reliance on Text - Use of Additional Resources" and "Teaching Methods: Traditional - Innovative."

Prior to the semester of student teaching, and on several occasions throughout the semester, all five participants expressed some concern about their fluency in the language they were to teach. Field notes and videotapes of the participants teaching foreign language classes revealed that throughout the semester, they strived to use the target language for instruction and for the day to day classroom interaction (e.g., take your book, open your book page 64, come here, repeat, etc.) emphasizing listening with beginning students. However, when students had difficulty understanding, they all looked for support from the written language, and moved to write the word or the expression on the blackboard. Ellen preferred to draw quick, simple, but very representative sketches on the board to illustrate a word or a concept, as for instance when talking about families and ages. The proportion of target language used by each participant in her foreign language classes did not vary significantly throughout the semester. However, their confidence in using it and the facility with which they used it improved. Yet none reached the point where they

would consistently use the target language for the exchanges of everyday classroom life, although it represented the main source of authentic situations and language communication, such as asking students to open their book to a specific page, or to close the door, etc. Data suggested that Ann was probably the student teacher using the target language the most consistently. Her supervising teacher declared, in a December 1990 interview: "She was relatively fluent in the [target] language, so she could teach in the target language." She also noted that the students "loved" her teaching in the target language: "they caught on quickly, and they responded well."

Ann was the only student teacher who successfully used TPR consistently with a first level foreign language class at the beginning of her student teaching semester to establish the basis of communication within the classroom. Ann, Claire, Diane, and Ellen used dialogues, skits, role play, etc. to involve students in situations which required oral communication. Although Ann used the book for some question/answer activities, she did it in a very skillful way: for instance, when using a questions activity from the book, she used those questions as a point of departure only. For instance in the class videotaped on October 8, 1990, she inquired about the students projects for the weekend and their interests in sports. After the first answer to the book question, she followed up with the student who answered, as one does in a normal conversation, then drew in other students. It was difficult to know without checking in the textbook which were questions from the book activity,

and which were follow up questions, or genuine interest questions made up by Ann on the spur of the moment. Her skill was to show interest in the students' answers, and in wanting to know more about her students and their interests, she moved the class toward genuine conversation.

Data from class field notes and videotapes revealed that Diane was equally adept at teaching in the target language. However, in contrast with Ann, data from a class observed and videotaped on October 22, 1990 showed that she taught the entire class out of the book. She and the students took turns reading the grammar section out of the book, then the students were asked to do the subsequent book activities in sequential order, the first ones orally, the others in writing. Diane's teaching practices evolved and fieldnotes and videotapes from another class taught on November 7, 1990 revealed a totally different approach. It involved students in interactive activities where they took turns and came to the front of the class to ask questions, thus prompting conversational exchanges between students.

Claire and Ellen were less comfortable and less successful with any spontaneous style conversation. Claire alternated communicative style activities in pairs or small groups, with all class activities, and activities from the book or the workbook. Specifically, data from a first level Spanish class observed and videotaped on September 25, 1990 showed a lesson including three minutes of vocabulary review using teacher made flashcards on weather, involving the whole class. A second three minute listening comprehension

activity review followed. It used a teacher-made transparency with numbered sketches representing different types of weather. Claire made a statement on the weather in Spanish, the students identified the appropriate picture with its number given in Spanish. A four minutes listening comprehension activity on weather expressions followed, taken from the book.

Next came ten minutes of activities engaging groups of three students and using teacher-made visuals on weather and seasons. They prepared an oral presentation to the class based on pictures representing different types of weather. Any student in the class could suggest additional expressions which the group had not mentioned. This was followed by a ten minute individual written activity in the workbook, in which the students were very much involved.

Then a ten minute oral expression activity engaged the whole class in a question answer exercise taken from the textbook. At this point, Claire simply gave the number of the question in English, a student read the Spanish question and answered it in Spanish. This activity was a striking contrast to a similar one conducted by Ann and described above. As a consequence, Claire's students became less attentive and in turn she introduced more English in her speech in an attempt to regain their attention. The last activity for that class lasted five minutes and was a pictionary game based on pictures relating to the seasons and the weather.

Later in the semester, as exemplified by a class observed and videotaped on November 2, 1990, Ann would sometimes let the students draw

her into personal conversations, in English, from which she found it difficult to return to communication in the target language. It is when she was reflecting on those times that she declared: "I'm finding that I should need to keep a little more distance from them, not show my soft side."

In middle school Ellen did not have a book but alternated teacher-made worksheets with whole class or group communicative activities, bringing a lot of creativity in her teaching. The only rigid element in her classes was the use of The Learnables, a set of foreign language learning material including booklets with pictures only and audiotapes, designed for listening comprehension at lower levels. Students listened to words and short sentences while looking at the pictures they described. They became Ellen's nightmare: "Nobody [was] paying attention. It got to the point where they were not benefitting. . . . By the end of it, for me, it caused discipline problems. They were so tired of hearing it that they would try to talk." Ellen typically started her classes with a five to ten minutes of The Learnables, and believed it should have been shorter: "I think we should have had shorter intervals, maybe three days a week. It was just too much for them to sit there, their attention span does not last that long." Data revealed that in the rest of Ellen's foreign language classes, she gave free rein to her creativity, and her desire to implement the theories she had studied in her university courses. One of her goals as a foreign language teacher was "to teach her students how to communicate." For instance, in the first class observed but not videotaped, on September 20, Ellen had her students

introduce puppets to the class. They had designed them and constructed them during previous French classes. Ellen had also devised a one page form to help her students keep track of the presentation, by having to record information such as the name of the puppet, its gender, age, address, occupation, physical traits, etc.

Beth was the only one who never did get into a conversation mode with her students. The desire to be close to them which she expressed in her written statements and interviews was contradicted by fieldnotes on her teaching, videotapes of her classes, and interview data from her supervising teacher. Although she was born into a French family from a North African francophone country, and French was her "family language," her French was neither fluent nor spontaneous. Fieldnotes and videotapes did not show that Beth engaged her students in activities which encouraged communication between the students, and between the teacher and the students, much less put them in social or cultural situations. She never took advantage of her own first hand knowledge of the French language and culture, and never shared with her students her personal, and definitely authentic, experiences with France and francophone North Africa. in an interview at the end of the semester, Beth's supervising teacher declared:

> That was so shocking with her. Her own background, having been born in Morocco, even when we talked about that, and it was in the book, she did not on her own mentioned that to the students. . . . There was none of her personality put into the teaching.

Data revealed that Beth never did manage at any time in the semester to introduce creativity and personalization in her teaching, she never did "make it come alive." Ms. Blackwell described Beth's teaching as "robotic" and using "too much rote learning." In an interview at the end of the semester, Ms. Blackwell declared:

> The times that I would give her a [communicative] activity, she could see the difference and yet she would always fall back, in moments of panic, to the old grammar-driven method. I think . . . that was the way she learned years ago herself.

Ms. Blackwell did not believe that Beth's teaching style was a consequence of her not being cognizant of the latest theories and techniques in foreign language teaching, but rather "for some reason, maybe she didn't care. And didn't want to put the effort into it. . . . She was looking for a 9 to 5 job."

Of the five student teachers, Ellen is the one who consistently used songs and rhymes. It was encouraged by two aspects of the school context. One is that she was student teaching at the middle school level, and songs and rhymes are traditionally more readily used in foreign language classes at that level. The other very important reason is that Ms. Elliot was team teaching with the other French teacher on using songs and music. Ann, Beth, Claire, and Diane were observed to use a song or a rhyme only once each during the semester.

In a student teaching situation, the syllabus is determined by the supervising teacher if not by the school administration and/or the district

guidelines. Therefore the student teachers had very little control over the overall organization of their foreign language classes syllabi. However, in all cases, they were given the possibility to add or experiment if they wished. In fact, they were encouraged by their supervising teachers to do so. The student teachers took advantage of this possibility in different ways.

For instance, in Ellen's case, her supervising teacher declared: "the school [was] really open as to what to do in class. . . . The administration was very supportive. They gave her whatever she asked for." And Ellen stated that Ms. Elliot "let [her] do whatever [she] wanted." She added in an interview in December:

> She checked [lesson plans] to make sure I didn't have anything too wrong [target language and teaching concepts], but she let me experiment with any method I wanted to teach, and she provided a lot of supplementary materials. My seventh grade class, I could teach whatever I wanted.

However, Ellen declared that she chose to "follow how Ms. Elliot taught," and the syllabus her supervising teacher had already defined, in its content and in its sequence, because she "liked how she taught."

Ellen considered her creativity her most important asset in becoming an effective teacher, and relied on her enthusiasm to "lead the way." In fact, data showed that these two characteristics helped her immensely in overcoming her lack of confidence in speaking the foreign language, as well as the very serious difficulties she encountered with class management, including discipline, time management and organization. They helped her to not give up on the kind of

teaching she was hoping to do, or on the kind of "atmosphere" she was hoping to have in her classes. While she followed in her supervising teacher's footsteps while student teaching, by the end of the semester, Ellen's goal as a foreign language teacher was more than ever "to teach the students how to communicate," and to design a syllabus which would allow her "to teach [French] in functions, like going to the train station, going to the restaurant, etc."

In sharp contrast to Ellen, Beth followed her supervising teacher too, but for very different reasons. In Ms. Blackwell's words, Beth would "reproduce [her supervising teacher's classroom practices] as closely as she could," not simply because "she was not a confident person," but also because "she did not have that spark of enthusiasm," and "never put too much of herself into it." Moreover, in several interviews throughout the semester, Ms. Blackwell repeated that Beth would "mimic" her because she "was not willing to do too much extra work." According to her supervising teacher, "she never brought anything on her own," and was content to "lean on [Ms. Blackwell] for preparing the materials," "to rely on whatever extra things [Ms. Blackwell] wanted to bring to the classroom," and to "just kind of robotically [do] whatever [Ms. Blackwell] told her to do." To Ms. Blackwell, it became obvious that Beth "was not willing to do too much extra work on her own," and "didn't want to put the effort into [teaching]." At the end of the student teaching semester, Ms. Blackwell declared in an interview: "If she teaches, it will be strictly, strictly out of a textbook."

Ann, Claire, and Diane were also given the opportunity, and even encouraged, to teach foreign language their own way, to bring in their own additional material and to use it, to try out the theoretical guidelines and the communicative activities they had learned in their university courses. Specifically, Ann declared in an interview at the end of December 1990 that her supervising teacher "just let [her] do what [she] wanted": "As far as what I taught, she let me do whatever I wanted." For instance, when Ann wanted to do some group work, she did, in spite of the school's restrictions on moving desks and group work.

Diane also felt free to teach the way she wanted to. Even though she often mentioned her frustration at not being in full charge of her own classes, she pointed out that Ms. Davis "didn't overrule [her]." She declared in a December interview: "She [Ms. Davis] let me do it by myself, which is good, because when you get out in the real world, you need to do it by yourself. So she let me do it, but she was always there." In contrast to Ann and Diane, Claire did not feel "comfortable" enough with her own resources and abilities to move away from Ms. Clark's approach, even though Claire's supervising teacher encouraged her "to bring in new ideas," and Claire believed that a successful teacher's most important quality is creativity."

One comment on what the student teachers learned in their university courses in general, and in their foreign language methodology class in particular, was reiterated on several occasions throughout the semester. It took

different forms, but was expressed by every student teacher at least one time during the semester. Diane stated it this way:

> I learned a lot of neat ideas in my method courses about presenting material, but some of it was not practical. I don't have the time to make a giant cute colorful poster every time I start a lesson. And I wish I had been taught more practical ways to introduce a lesson. . . . Yes, I still have all the posters that I made for my methods classes, but I haven't been able to use them.

In summary, through their university courses, the student teachers had been educated in the latest developments in the field of foreign language teaching. They were cognizant of the communicative approach and the proficiency guidelines used to provide foreign language instruction as well as to assess the students' progress. Data revealed that throughout the semester, they were encouraged by their respective supervising teachers to bring in any of the theories and practices which they had learned in their foreign language methods classes. Beth tended to fall back on the grammar-driven approach--through which she had studied foreign language herself when in high school--any time she found herself left to her own resources. Whereas Ann, Claire, and Diane included many communicative activities in their foreign language teaching. Of all five participants, data indicated that Ellen was the most creative, most enthusiastic and most consistent in bringing in activities and material which reflected her emphasis on the communicative and proficiency approach.

To summarize the development of student teachers' perspectives in this category on Foreign Language Teaching, data revealed a contrast between Beth and the other four student teachers. Although Beth attributed an increasing importance to foreign language teaching throughout her student teaching semester, she still gave it a lower priority than the four other student teachers. She relied heavily on the textbook, and extrinsic motivation of the students, with an emphasis on traditional grammar-driven methods and passive absorption of ideas and information through rote or drill learning. Ann, Claire, Diane and Ellen gave foreign language teaching a high priority in the schools' curricula. They all included in their foreign language classes, though to varying degrees, a diversity of activities and resources. They implemented innovative foreign language methods which emphasized the communicative approach, and encouraged students' participation and decision-making, and promoted intrinsic motivation through active experiences.

Summary

This question analyzed all data to document the issue of continuity or discontinuity in the perspectives of foreign language teaching throughout the student teaching semester. The findings suggest that student teaching did not result in a homogenization of teacher perspectives of foreign language teaching. However, differences between the five student teachers' perspectives of foreign language teaching at the end of the semester are not necessarily the same as what they were at the beginning of the student teaching semester.

Moreover, as evidenced by Ellen's experience especially, no change between the beginning and the end of the student teaching semester did not mean that no development occurred during the 15 weeks of student teaching. This study revealed that a pre- and post-questionnaire or survey of student teachers' perspectives of foreign language teaching would be not only insufficient but also misleading. As pointed out in the literature review (Chapter 2), relatively few studies have actually investigated what occurs during the course of the student teaching semester itself. Thus not only do they fail to address many important issues, but they also report no changes when actually very significant fluctuations in student teachers' perspectives, therefore considerable development and growth, may have taken place. Because the impact of student teaching is an ongoing process through the prospective teachers' daily interactions with students, teachers, schools and university, it is necessary to investigate this experience through observing and talking with all protagonists as the experience evolves, in order to understand the impact of student teaching upon student teachers' perspectives of foreign language teaching.

Data suggested that the preservice field experience did not significantly alter the direction of the perspectives of foreign language teaching which the five participants held prior to student teaching, but rather their degree when there were any shift at all. Beth was still unaware of the gap between the self description of her beliefs and her classroom practices. Ann, Claire, Diane and Ellen's perspectives were generally confirmed and reinforced, although via

different processes, with Ellen's experience being the most tumultuous. By the end of the semester, all had been reinforced in their desire to be foreign language teachers, and had a better defined image of the kind of foreign language teachers they wanted to be. Except for Beth, they grew more articulate in describing their perspectives of foreign language teaching, they improved their skills to implement them throughout the student teaching semester, and they narrowed the gap between their expressed perspectives and their classroom practices.

Although there was no significant shift in the general direction of the student teachers' perspectives of foreign language teaching, there were a number of changes within that range. For instance, at the beginning of the student teaching semester, all the participants expressed some anxiety, and lacked confidence. To different degrees, they also lacked the skills necessary to effectively implement their perspectives of foreign language pedagogy. Except for Beth who kept her distance and the same stance throughout the semester, the participants gained a more realistic view of "what it really meant to be a teacher," even Claire who assumed a teacher's identity right away. They were generally not aware of the demands of planning, time, flexibility, energy, etc. In an October interview, Diane expressed everyone's feelings when she declared:

> I thought that planning for a 50 minute class period would not be that difficult, and it was difficult, it still is difficult. You need to be flexible, and I did not know that. I realized I had to put a lot more time into it. I didn't

> realize how tiring and how exhausting standing up in front of a class all day could be. And controlling the class is also tiring. I did not realize that either. Teachers have to have a lot of energy. I did not realize how much energy was involved.

As the semester evolved, the participants gained more experience in the classroom, though at a different pace and along a different path. As a consequence, they grew more comfortable with the classroom milieu, which in turn allowed them to gain confidence in their beliefs and their abilities.

Lacey (1977) developed a conceptual framework which helps understand the degree to which teachers conform to institutional norms, as well as the extent to which they either abandon or maintain their original perspectives of teaching. It considers that both individual intent and institutional constraints play an active role in the formulation of a teacher's perspectives, and that they are interactive. This framework is based on the distinction between socialization in terms of value commitment and socialization as behavioral conformity. In this framework, the construct of social strategy is applied as a heuristic device in order to understand how and to what extent student teachers are socialized into their roles. Social strategy is defined (Lacey, 1977, pp. 67-68) as "the purposeful selection of ideas and actions by prospective teachers and the working out of their interrelationships in specific situations." Lacey identified three strategies which he believed student teachers utilize to come to resolve conflicts with institutional constraints. Internalized adjustment occurs when the student teacher willingly complies with the school situation and makes

a value commitment while conforming to the recommended behavior. Strategic compliance occurs when the student teacher also complies with the school situation, but with private reservations. In that case, the student teacher's set of beliefs, values, and perspectives is unchanged, and conformity is limited to behavior alone. Strategic redefinition occurs when the student teacher broadens his/her range of behavior to include patterns acceptable in a specific situation. Thus new and creative acceptable approaches are adopted in order to resolve potential conflicts.

In this study, data suggested that all participants engaged in all three strategies at various moments of their student teaching semester. However, for each one of the five participants, the interaction between their individual intent and institutional constraints eventually pointed to a dominant social strategy. Interestingly, Beth was the only student teacher who had chosen the school and the teacher for her student teaching semester. Yet she was the only one who never really opened up to the experience. She went through the motions of the teacher's role, "mimicking" her supervising teacher, complying with the situation, but never actually committing herself to it. On the one hand she admired innovative approaches such as TPR or group work, and on the other declared: "That's not the real world, and you can't do a song and dance like that every day," while going back to the textbook. Data suggested that Beth's perspectives and her classroom practices did not coincide, and her dominant social strategy was strategic compliance. Because of a lack of value

commitment, Beth's foreign language teaching perspectives did not develop or change. By the end of the semester, in her supervising teacher's words, she had "stayed stagnant."

3. What factors appear to influence preservice teachers' perspectives of foreign language teaching?

The third question led to an investigation of the factors which might have influenced the five student teachers' perspectives of foreign language teaching. This inquiry was conducted through an analysis of all the data collected before, during, and after the student teaching semester. Sources of data included the two sets of questionnaires, Teacher Belief Inventory (TBI) and Conceptions of Foreign Language Teaching (CFLT), administered in August 1990 and December 1990; audio tapes from the interviews of student teachers and supervising teachers conducted in August 1990, throughout the Fall 1990 semester, and in January 1991; audiotapes and notes from the Small Group meetings during the Fall 1990 semester; field notes from classroom observations and videotapes from foreign language classes taught by the student teachers during the Fall semester 1990, and written student teacher comments on these observations and videotapes; biographical data, i.e., questionnaires, essays, reflective writings, collected in August 1990; and dialogue journals between student teachers and their supervising teachers kept throughout the Fall 1990 semester. On several occasions, in interviews and

written responses, student teachers had the opportunity to discuss aspects of their backgrounds, both personal and academic, and of student teaching, as they perceived them to have influenced their perspectives of foreign language teaching.

In addition, this research investigated beyond the conscious and perceived influences as expressed by the participants, through triangulation and an analysis of their various discourses and actions. It attempted to identify patterns which would suggest the diversity and complexity of influences on preservice foreign language teacher perspectives. In doing so, several categories emerged, not necessarily the same ones for each of the five participants. A discussion of the results on the factors which appear to have influenced preservice foreign language teachers' perspectives follows. It is organized around the categories which emerged from the data analysis.

Student Teaching

Data revealed that, though to different degrees, all participants agreed with Claire that "student teaching is really where you learn how to teach. I mean student teaching is the first time that you are really in front of the classroom." Data also indicated that participants agreed with Ann that courses, "sitting in the classroom," were totally insufficient to prepare anyone for teaching, and that future teachers had to "go out and learn in real life." In separate interviews, Ann revealed that she experienced student teaching as "the best thing [she] did throughout college," and Diane as a "good preparation

for the real world." To Ellen, the "real world" came in collision with her highly idealistic views of teaching, especially in terms of students' motivation and discipline, as evidenced in her journal, her interviews, her supervising teacher's interviews, and the fieldnotes and videotapes of her teaching.

Data revealed that Beth's experience was different. In her last interview, she recognized that she had learned a few things from her student teaching experience, such as "the need for organization and for knowing names as the key to classroom management" and that "there are as many teaching styles as there are teachers, and different methods work with different classes." But it did not seem to have the same impact for her as for the other four participants. An analysis of the data pointed to at least two possible reasons to account for that. One was that Beth "didn't want to put the effort into it," the other, that she did not come to student teaching with the same kind and amount of enthusiasm as the four other student teachers, and in Ms. Blackwell's words, "there was no love of teaching." In an interview, at the end of the semester, Beth recognized that during her student teaching semester she "was mainly interested in just getting [her] feet wet." As a consequence, she did not invest as much of herself in her student teaching, and her supervising teacher pointed out on several occasions during the semester that Beth "never put too much of herself into it." In her last interview, Ms. Blackwell expressed doubts on how successful Beth's student teaching experience had been:

> I do know that what she experienced here for a semester, I don't believe was a total success, because I don't know how far she can remove herself from what she did here and still reproduce it. Let alone grow on her own and try new things beyond what was here for her.

Data revealed that another major influence the semester of student teaching had in the cases of Ann, Claire, Diane and Ellen, was to confirm their choice of career. In different interviews, they revealed that for them, an important part of their student teaching experience was gaining an awareness of the responsibilities teaching entailed. For instance Ann was convinced that student teaching was <u>the</u> one step in teacher education which allowed potential teachers to determine whether this was really the profession to which they wanted to commit themselves. In an interview at the end of the semester, she declared:

> Some student teachers decided not to teach, that it was wrong for them, and student teaching showed them that, and student teaching showed me that it was what I wanted to do, that's what I wanted to do, I could do it. It proved that I could do it. I couldn't have done anything better than that I don't think!

Data showed that Claire had a similar experience, and found in student teaching a confirmation of what direction she wanted to take "for a little while longer." In her last interview, she said:

> It was a very real situation for me. It showed me what it was really like to be a teacher. I learned all about that, and I learned the rewards to it, and the drawbacks to it, and I'm still learning them. It did confirm my belief that I still wanted to be a teacher.

For both Diane and Ellen, student teaching confirmed their desire to be a teacher. In an interview at the end of the semester, Diane declared: "The fact

that I wanted to be a teacher was reinforced." It also helped them find out what kind of foreign language teacher they wanted to be. Through their experiences, their successes and their difficulties throughout the semester, they defined their own foreign language teacher image. For instance, Ellen declared in a December interview:

> Besides wanting to be a teacher, I know the type of teacher I want to be is kind of like Ms. Elliot. I want to be a respected teacher and I want to teach them things that they can bring out of the classroom. I want them to appreciate the foreign language, specifically speak French, I want them to appreciate life outside their world, I mean outside of the United States. I want my class to mean something to them besides just learning the [words], have experienced something from my class, and not just French. I'm talking about social, in all aspects. I really want them to remember French in whatever grade I taught. I want to somehow open their eyes to learning and knowledge as in thinking. I want them to really appreciate learning like that.

In addition, data revealed that for Diane it was a time of considerable personal growth and professional development, "an unbelievable [Diane's emphasis] growing experience, emotionally and intellectually," as witnessed by family and friends around her. Upon completion of her student teaching semester, she declared in an interview:

> It sounds too big to say that the future of the students was in my hands, but in a way, I had an effect, and I had to act accordingly, because I was going to make an impression. Someone in there was going to leave remembering something I did, whether it was good or bad. So I had to really be on my toes and I had to watch what I did , because I may just make a difference, bad or good, in somebody's life. It was an unbelievable growing experience for me . . . it was just really unbelievable how much I grew! . . . It just amazes me . . . It's kind of scary. It was a good growing experience too.

To summarize, except for Beth who did not commit herself strongly enough to the program, and therefore, in her supervising teachers' words, "did not progress," "stayed stagnant," data indicated that the student teaching semester had a strong impact on the participants in two main areas. (1) it brought them in contact with "the real world," yet did not make them lose their enthusiasm for teaching. (2) It confirmed their desire to be foreign language teachers, and furthermore helped them define the kind of foreign language teacher they wanted to be.

School Administration

Data revealed that as student teachers, the participants were not aware that the school administration had much influence on their education as foreign language teachers, except in as much as they had to follow the school's general policy. That policy was mostly experienced as constraining by the participants. For instance, they all found the use of the intercom system for public announcements extremely disruptive, especially in a foreign language class when English intrudes on the target language. Ellen resented it all the more when it requested that she cancel her class on the spot in order to take her students to an assembly. in an interview, she explained: "I can't believe they couldn't tell us earlier there was an assembly. I mean that really was upsetting just, spur of the moment things that you weren't expecting. . . . i wish you would know ahead of time, more ahead of time when things like this are going to occur, so you can plan around it."

Other administrative interruptions disrupted the participants foreign language classes and interfered with their teaching. For example, at the end of September, Beth wrote in her journal: "7th period - We were interrupted twice by balloon deliveries. How can administration take education so lightly?" Ann had to face another set of constraints in her particular school, where the administration had put restrictions on moving desks, group work, oral activities, and hanging things on the walls. In addition, there were no overhead projectors available. It is impossible to teach a foreign language without oral activities, especially when the most recent methodology developments such as the communicative approach set a priority on oral comprehension and oral expression.

Furthermore, the latest research findings in foreign language teaching strongly recommend cooperative learning and group work. The latter are also highly recommended by the most innovative methodologies such as the communicative approach. Data from fieldnotes and videotapes, interviews, and journal entries, revealed that the way Ann handled these problems was characteristic of the way she handled conflicts, and of her own perspectives of foreign language teaching. In an interview, she declared: "I just found something else to get around. I just tried to move around it, but stayed in the limits." For instance, Ann limited her groups to two or three and called it "partner work." Thus they could work like this without moving desks around. Because of the size of their classrooms, or because of the school policy, the

participants were not free to lay out their classrooms the way they would have preferred, "facing each other" or in a circle to facilitate communication. Ellen was the only one who could experiment with several types of desk arrangement throughout her student teaching semester. Ms. Elliot even obtained different desks for the students in an effort to find an arrangement which would be conducive to foreign language communicative activities while minimizing distractions for the students.

Ann was the only one to report that in her case, her school's administration played an active role in the development of her perspectives of a foreign language teacher image. It "prepared [her]" and gave her a model for what a teacher is, even if her next schools "expect less from their teachers." Her supervising teacher confirmed this in an interview. She believed that the school, its rules and regulations and the principal, "a very dynamic and unique person" according to Ms. Anderson "had some bearing on how well [Ann] performed in the classroom. She [Ann] knew she had to have discipline, she knew she had to be a very dynamic and unique person, and she knew she had to meet certain standards and qualifications as a teacher." Ann summed up these standards in a few words: "They expected professionalism." In an interview she explained: "Their expectations were for me to act as a professional, to act as a teacher, as an authoritative figure. I was to attend the faculty meetings. I was treated as a faculty member. I feel [it] is good because that is how you act in the real world." In her interviews, Ann revealed that she

very much appreciated being "treated as a professional" because it gave her "an idea of what it was going to be like to be a teacher." She approved of her school's standards: "It was very good," and was planning on upholding them in the future. In her last interview, she declared: "That's how I'm going to be [a teacher]. That's how I have it in my mind to be," even if her next school did not require such standards.

Supervising Teacher

All sources of data concurred to suggest that all five participants believed in the positive influence of their respective supervising teachers. Interviews, journal entries, field notes and videotapes revealed that they developed relationships with their supervising teachers which had a significant influence in their development as foreign language teachers, though in various domains, and to different degrees.

Data indicated that in this category also, Beth's experience was very different from that of the other four participants. For one thing, in her interviews and journal, Beth did not reflect on her relationship with her supervising teacher as much as the other participants did, and she did not talk about her in terms as enthusiastic as those employed by the other participants. Specifically, although Beth declared in an interview that she "had an excellent supervising teacher," Ms. Blackwell was never mentioned or addressed in her journal, and her other comments about her, expressed during interviews, were limited. Beth perceived her supervising teacher's expectations as "reasonable," and she

declared that Ms. Blackwell had "positively" influenced her development as a foreign language teacher. She gave two instances where her supervising teacher encouraged her to control, or at least give some direction to, what she did as a student teacher: "Ms. Blackwell was very receptive to my suggestions for activities," and "her criticism was always constructive, and never harsh." Beth also talked briefly about differences with her supervising teacher, and how she viewed them "as a learning experience." She gave as an example classroom control: "Ms. Blackwell was comfortable with a more controlled environment than I felt I wanted, but the organizational methods she taught me are invaluable in any environment." When asked about it in an interview at the end of the student teaching semester, Beth did not perceive any constraining expectations or practices on the part of her supervising teacher.

In contrast, data collected during interview sessions, and in the participants' journals, indicated that the other student teachers were very enthusiastic and very prolific when talking about the role their supervising teachers played in their development as foreign language teachers. Within these parameters, analysis of the data revealed that Ellen's experience was unique and different from that of Ann, Claire and Diane in its evolution throughout the semester. The growth of the relationship between Ellen and her supervising teacher followed her professional growth as a teacher, and was anything but linear.

Specifically, from apparently overwhelming problems, something outstandingly remarkable developed, where mutual personal and professional appreciation and respect were foremost. Interviews and journal entries data from the beginning of the semester revealed that the relationship between Ellen and her supervising teacher started on a very high note: "The first week we really hit it off, she was super nice," to which Ms. Elliot responded in Ellen's journal: "First of all let me say how delighted I am to have you here . . . . I am very pleased so far with your work and especially with your enthusiasm." Then as the pressure mounted and serious problems developed with discipline, Ellen felt increasingly insecure, and she "did feel like Ms. Elliot didn't like [her]." For example, in mid September, Ellen wrote in her journal: "I'd like you to be patient with me and encourage me." Ms. Elliot's response, a lengthy 6 pages, remained positive and supportive. For instance, she wrote:

> Thank you for covering my classes so well during those days I was gone. . . . It's been such a pleasure to watch you grow as a teacher, and in such a short time. . . . I thoroughly enjoyed your class today. . . . A great idea which I will use. . . . You just need to overcome that ingrained fear of making mistakes. I hope that I have not been too impatient with you.

Ellen's response started with those words: "I can't tell people enough how wonderful a supervising teacher you are." Data suggested that it was extremely important for Ellen and for her growth, both personal and professional, to be liked and respected by her supervising teacher. As a

consequence, Ellen acknowledged that her supervising teacher had a tremendous influence on her personal and professional development:

> She reinforced that I really wanted to be a foreign language teacher. I liked how she taught, so that influenced me. Her teaching style and just her personality. I thought she had a good relationship with the students, and that influenced me. I would like to have that kind of relationship she had. . . . She just gave me the image that that's the kind of teacher I want to be. She really inspired me. She was definitely a role model.

In addition, data suggested that Ms. Elliot was also influential in Ellen's development as a teacher by encouraging her to go and observe other teachers, and to talk with them.

Ellen assured on several occasions that she did not feel any constraints from her supervising teacher in as much as "it was very flexible," and Ms. Elliot "let [her] do whatever [she] wanted." In an interview, she declared: "She checked [Ellen's class preparations] to make sure I didn't have anything too wrong, but she let me experiment with any method I wanted to teach, and she provided a lot of supplementary materials. My seventh grade class, I could teach whatever I wanted."

However, in the course of the semester, data from interviews and observations revealed some contradictions in Ellen's statements and that, in fact, she felt very much limited some of the time in at least two areas. One was in the content and sequence of the curriculum which had been defined prior to the beginning of the school year. Ellen recognized that "She [Ms. Elliot] did set down what we were teaching. She had the order of what I was

teaching." Ellen did use the same material as Ms. Elliot, either because "she suggested it," or because "she told [Ellen] [she] had to follow because that's the way her program was set up." In addition, Ellen imposed some limits on herself in as much as she "tried to follow how Ms. Elliot taught." The other area where Ellen felt the most constrained was in the daily use of The Learnables. Ellen commented in a December interview:

> Nobody [was] paying attention. It got to the point where they were not benefitting. I think we should have had shorter intervals, maybe three days a week. It was just too much for them to sit there, their attention span does not last that long. By the end of it, for me, it caused discipline problems. They were so tired of hearing it that they would try to talk.

Results of the data analysis showed that Ann and Diane also developed a close relationship with their supervising teachers, based on mutual respect and appreciation, as professionals and as persons. Prior to student teaching Ann had heard negative comments from a former student teacher of Ms. Anderson's, and she started with some misgivings about her student teaching assignment, in terms of both the school and the teacher. She soon grew to deeply respect her supervising teacher, and as a consequence, she was greatly influenced by her in several areas. Diane started earlier in the semester, before the date set by her university, eager to know her school, her teacher, and the students. In her last interview, Diane declared that Ms. Davis had a significant influence in her development as a teacher.

In both cases, Ann's and Diane's supervising teachers were influential in stirring them away from some of the school controversial issues. For Ann, it

concerned her relationship with other teachers regarding students. In an interview, Ann remembered Ms. Anderson telling her: "Don't, get with those other teachers and start gossiping about students. Don't, get yourself into that rut!" Ann perceived that Ms. Anderson "enjoyed her teaching experience," and she had grown to deeply respect her, therefore her advice was heeded. From her, she also learned to be very "positive all the time" and not "to complain about anything" with other teachers for the sake of "gossip.". Consequently, any time Ann found herself in a situation where teachers "started talking about the students or complaining about the administration or whatever" gratuitously, she followed her supervising teacher's model. "I'd close out to the conversation just like she [Ms. Anderson] told me to. I'd leave the room or whatever. I try not to be that way because that's the thing that she taught me about." Ann believed that it was "a professional level thing that [Ms. Anderson] taught [her] about."

For Diane, it also concerned her relationship with other teachers. In interviews, she described the "protective" role Ms. Davis played in her relations with the school administration and the faculty. "They had a few problems with [the school] at first, but Ms. Davis protected me from that, the racial problems and the changing of the principal. But Ms. Davis protected me from all that, and she protected me from the other teachers in case they wanted to say anything to me, or tried to say anything to me. She pretty much protected me."

In these two instances it could be argued that the influence of Ms. Anderson and Ms. Davis was not as positive as the student teachers perceived, but rather was a constraint. However, in the case of Ann and Diane, they did not view the focus of their student teaching semester as including being politically active in their respective school cultures. It did not mean that they believed teachers should be or could be apolitical. The responses on the August 1990 and December 1990 questionnaires indicated that they both Agreed to Strongly Agreed that teachers should indeed participate in local political activities when it involves criticism of local school authorities. However, in this case, data suggested that, because they were still in a one hundred per cent learning mode, Ann and Diane considered that this one semester of field experience required all their time and energy to be focused on the responsibilities they had to assume within the classroom, at least for the duration of their student teaching semester. They did not see that they had time for political involvement in their respective school cultures, and made a deliberate choice not to get involved during their student teaching semester. Their supervising teachers' "protective" attitude respected that choice, and helped Ann and Diane to stand by the choice they had made at the beginning of their student teaching semester. It was one rationale why they viewed their supervising teachers' stance as "protective" rather than constraining, and why they were grateful for it. Whether it is possible to be insulated from the school political culture within a classroom, and whether their choice of not involving

themselves with the school political culture was sound, may be open to discussion. However important this issue may be, researching it and discussing it further would go beyond the scope of this study.

In the domain of teacher/students relationship, data revealed that both Ann and Diane were impressed by the way their supervising teachers related to their students, in both cases "close but respectful." They learned from them about "controlling and behavior," about blending "caring and professional attitude." Furthermore, Diane appreciated that Ms. Davis "didn't overrule [her]" yet "she was always there." In a December interview, Diane declared: "She held my hand the whole way through." Ms. Davis listened to her, and paid close attention when Diane was teaching. It was most important to Diane, because she perceived it as respect for herself as a teacher and for the profession itself: "It showed respect for the work I was doing, for the fact that I wanted to be a teacher, and it showed respect in the teaching profession." Data revealed that Diane learned another thing from her supervising teacher, which was to give her best and her total commitment to the task at hand. "I had a role model that showed me you need to put one hundred per cent into teaching, and I like to put one hundred per cent into teaching. She was a good role model." Interview data revealed that like Ellen, Diane had ambivalent feelings about her supervising teacher's influence on her. She considered Ms. Davis as a good role model, and "always [looked] at her for approval," yet she found it very frustrating to have to comply with her supervising teacher's rules.

Data showed that Ms. Davis encouraged her student teachers to depart from her own pattern of teaching, and to work with their own ideas. In an interview, she declared that she believed the

> freedom to do that is so important because, that way, the student teacher doesn't feel that he or she has to pattern himself after the supervising teacher, and it gives them that room to grow and develop, and become their own personality in the classroom.

Data suggested that Diane's constraints were to a certain extent self-imposed. In an interview she explained: "I wanted to try my hand at something new, I couldn't, because it was just too much disruption in the class. And then the class would have to switch back in a couple of weeks to whatever Ms. Davis had originally planned for her class." In another interview, data confirmed that the main constraint, which Diane strongly resented, was that the classes she taught were not really hers, not that Ms. Davis set limits to what she could do or not do in the classroom. Nevertheless, it was for her a painful source of frustration, which did not seem to be alleviated by her getting along extremely well with her supervising teacher. At the end of the semester, she explained in an interview: "I could not venture out and start my own discipline policy or change a few classroom rules. I could not do that because it was not really my classroom, which again was a little frustrating. That was really about it, is that it wasn't completely my classroom. When we shut the doors, it wasn't my classroom, and I couldn't do what I wanted. That's really about it."

In all instances, the participants admired their supervising teachers' teaching skills, even though it might depart from the latest theories and methods of foreign language teaching taught at the University. For instance, Diane declared in an interview: "She had a grasp on plans, school plans, lesson plans, what needed to be taught, how it needed to be taught. She had good resources and that helped me grow well, to develop in my teaching strategies and in my other resources." Data indicated that Claire considered Ms. Clark her "guide," although she also wished that she would have tried more things of her own. After completion of the student teaching semester, Claire said in an interview: "Mostly what I did in the class is what I saw Ms. Clark doing. I just pretty much tried to do what she was doing. I didn't branch off on my own as much as I should have. The things that she was doing really worked." In fact, data revealed that Claire did not feel restricted by an excess of directives but rather by too much freedom. She "would have liked to have had more supervision, more guidance." In an interview at the end of the student teaching semester, Claire stated: "When I would ask her [Ms. Clark] ideas on how to do some things, she wanted me to come up with ideas of my own, which is what I should do, but I had a lot of trouble with doing that." Therefore she felt limited by her inability "to come up with ideas, how to teach things." She believed that given control of the class and ideas to teach she did have the pedagogical skills and the language skills to implement those ideas.

Data revealed that the participants believed that they had learned a great deal from their supervising teachers, even though they did not recall exactly everything, nor precisely how or when they had learned them. For instance Claire recognized that she had learned a lot from Ms. Clark "about just everyday classroom responsibilities, and a lot about basically how to teach, how to set up a class, what things I should do in a class."

Data from interviews and journals indicated that the supervising teachers had a sense of the influence they had in their student teachers' professional, and sometimes also personal, development. For example Ms. Davis declared in an interview: "The role I played the most in Diane's growth and development was helping her to tie in the ideas that she had with the ideas that were a little more workable in the classroom." Ms. Clark saw her role as trying to give Claire some "suggestions, more on method, what would work better, rather than to change her philosophy or what she thought was the way she would like to do things." She believed that Claire "felt free to express herself, [that] she had her own opinions and she expressed them." Like in the other schools, the curriculum had been determined before the start of the school year, but when discussing the weekly planning, Claire "would say the activities that she would like to choose to do with the students." Interview data suggested that Ms. Clark encouraged her student teachers and Claire in particular to be innovative, to "try anything" as long as "the students are understanding what they're doing and whether it's working or not."

In contrast to other supervising teachers, interview data revealed that Ms. Elliot gave Ellen most credit for her own growth and learning. At the conclusion of the clinical experience, she declared in an interview: "It [Ellen's development as a teacher] really doesn't have much to do with me." She also believed that she and Ellen managed to develop a remarkable relationship in spite of the difficulties they encountered, because they "really had a long dialogue." In her last interview, Ms. Elliot said: "I had a very good relationship with Ellen, really just had a constant running dialogue."

As mentioned above, data collected throughout the student teaching semester revealed that the relationship between Beth and her supervising teacher was of a very different nature from that of the other participants, and lacked good communication.. During an interview earlier in the semester, Ms. Blackwell expressed concern that she had too overpowering an influence on Beth: "It may just be in my shadow, she didn't feel free to suggest things." She saw Beth as "leaning on [her] too much," and not building up enough autonomy. Beth confirmed on several occasions that she was indeed struck by "stage fright," and therefore "relied heavily on a step by step script so [she] wouldn't forget anything." Yet Ms. Blackwell believed that she consciously tried with her student teachers to "leave them space to [feel free to suggest things]. I don't dictate what they do in here. But, somehow, I didn't get across." During the student teaching semester Ms. Blackwell's perception of the situation shifted, and by the end of the semester, she expressed concern about not

having been forceful enough in trying to influence the way Beth thought or went about teaching foreign languages. Throughout the student teaching semester, she struggled to find a balance between giving Beth too much guidance and not enough. In an interview after completion of the student teaching semester, Ms. Blackwell declared:

> That's something that I, you know, I feel as a weakness, that I should have, maybe been more insistent, maybe acted more like a teacher/student with her than I did. This again is another very gray line with me. I don't feel like their teacher. I think they're much closer to being a colleague than they are to being a student.

Ms. Blackwell looked at the possibility of being more directive with Beth as "an avenue that was not tried," but she recognized that she could not: "I don't have that in me."

To summarize, although Beth did not seem to feel as strongly about it, the participants were convinced of the magnitude of their supervising teachers' influence on their development as foreign language teachers. The supervising teachers also believed that they had been a source of influence in their student teachers' development, although Ms. Elliot gave Ellen a lot of credit for her own growth, and Ms. Blackwell felt responsible for Beth's lack of development. Constraints were mainly inherent to the situation, i.e., as student teachers the participants had only limited control over curriculum, classroom material and setting, and classroom management. However, too much freedom was sometimes perceived as constraining and the student teachers believed that some amount of guidance was necessary.

College Coordinator

An analysis of the data from the interviews and the journals revealed that participants and supervising teachers believed that the college coordinator also played a part in the student teachers' development as foreign language teachers. For instance Ms. Elliot perceived the college coordinator as having had an influence in helping Ellen with her pedagogy, and with gaining control of her problems with discipline. In a December interview, Diane stated: "[The college coordinator] helped me to grow and develop. . . . The discussions that [she] let us have in our groups, just discussions [she] had with us and let us discuss helped us, helped me grow." Ms. Clark believed that the college coordinator, along with the supervising teacher, were the two major sources of influence on Claire's development as a foreign language teacher. While Beth simply believed that her college coordinator had "positively" influenced her development as a foreign language teacher, Ann was much more specific. In her interviews, she pointed out that while Ms. Anderson "taught [her] things about discipline," her university coordinator "taught [her] a lot of ideas . . . bringing personal experiences which were different from Ms. Anderson's experiences." In a December interview, Ann also commented on her college coordinator's influence in her approach with students because of "[her] patience or [her] kindness. [She]'s so [Ann's emphasis] warm. I just feel calm around [her], and so I always tried to be very calm with my students. I just remember that from our meetings with [her], she was always so calm. I feel that [she] can

be tough, in a very kind way. [She] can get her point across. So I try to do that." Data revealed that when asked the question at the end of the student teaching semester, the participants did not perceive any limiting or constraining expectations from their college coordinator.

In summary, data collected throughout the semester from the student teachers and their supervising teachers pointed to a significant influence by the university coordinator on the participants' development as foreign language teachers, especially in the areas of pedagogy, classroom management, and professional interaction.

Other Teachers

An analysis of the data revealed that all participants acknowledged that the teachers they observed in other classes and in other schools had some influence in their growth as foreign language teachers, no matter the quality of their teaching. For instance, in an interview, Ann recalled what she called "not a very good experience," which nevertheless proved to be a great learning opportunity. Specifically, she had heard about a teacher as being "excellent." She was all the more shocked by her own observations: "That wasn't a good class I observed. She was very snotty sounding. She was very naggy, and she was just 'Oh!' just sick to death of the students, and she showed that she had a grudge against them." Ann did not like the type of relationship between students and teacher which she witnessed in that class, and in which she perceived no mutual respect nor liking. "She didn't have one of them, it didn't

seem like, *none* of them respected her, or even liked her. I could see them cussing her under their breath, calling her all kinds of names." Ann believed that no learning could take place under such conditions, and that it "[came] down to the students being turned off." There she learned that it was definitely not the way she wanted to teach, nor the kind of teacher she wanted to be. "She showed me that I just can't do it that way, and I don't want this kind of relationship with my students." Ann summed up this experience which she considered rich in learning for her, in a few words: "[Her class] was the pits! The poor kids! I felt sorry for them!"

In an interview, Ellen also pointed out that "Some of the things I got were positive, but others were not." She recalled a teacher of French who had a great impact on her: "I was totally impressed. So she influenced me a great deal. She was so dramatic. In fact, that helped me, I started. When I went in, I was more dramatic, so, she really influenced me. She gave me a lot of good ideas, not just for teaching, but also the way her personality [was]. You have to be an actress. I liked that."

Interview data showed that the supervising teachers put a lot of value on observing as many teachers as possible. For instance Ms. Elliot declared:

> That's probably the best tool that we have, just to go and sit in another teacher's class, especially after you taught, or while you are teaching. You see the similar situations, or parallel situations to what you're trying to cope with. And you see how another teacher handles them successfully or unsuccessfully. I'm a firm believer in peer observations, in other disciplines, not just in French.

In summary, both student teachers and their supervising teachers believed that there was a lot to learn from observing other teachers, teaching foreign languages or any other subject, regardless how "good" their teaching.

Other Student Teachers

Data revealed that all participants believed that sharing experiences with their peers was greatly enriching, both on a professional level and on a personal level. In an interview at the end of the student teaching semester, Diane described peer influence in those terms:

> All of us together gave each other ideas and input and I think we grew together as well as we grew ourselves. Each time we met, that always helped. It helped me reflect and it helped me think back which therefore made me grow, whether I threw something out or took something on I was growing in that way. So it was the small group meetings that really did it, and the discussions that [our university coordinator] initiated. That was a good growing or developing process.

Interview data indicated that Beth did not give as much credit to her peers' influence in her development as a foreign language teacher. She essentially experienced the small group meetings as "supportive and informative," limited to an exchange of "interesting teaching ideas and insights." Observations data revealed that in the small group meetings like in the foreign language classes she taught, Beth "kept very much to herself." She did not contribute much unless she was specifically asked a question, and her interaction with the other participants was limited. Ms. Blackwell's words on her approach to teaching aptly apply here: "She came to the situation with that lack of enthusiasm."

Field notes and interview data revealed that Ellen experienced peer influence in a different way. In an interview, Ellen recognized having learned from the other student teachers. However, she perceived their situation as different from hers in as much as she was the only one in middle school. Because of that, and because she saw her discipline problems as being much more serious than theirs, she believed that the other student teachers did not always fully understand her difficulties: "But none of them had the discipline problems I did." In a november small group meeting, she tried to explain: "I was like: 'You don't understand! That's these middle schoolers.' Do you think this might have a lot to do with it?" Nevertheless, she enjoyed the regularly scheduled group meetings and believed that she was benefitting a lot from them: "We gave each other ideas. We talked a lot about everything that was going on. We helped each other out."

In summary, all the participants, especially Ann, Claire and Diane, believed that they were much enriched by sharing their experiences with one another.

University Courses

An analysis of the data suggested that of all five participants, Beth was the one who described her experience with methodology classes as most positive. In an interview, she said that she believed them to be "extremely valuable in preparing [her] for the experience [of teaching]." For instance, it was her foreign language methodology class which had convinced her of "the

importance of having activities reflect the students' knowledge and the world." However, data from field notes and videotapes of her foreign language teaching, as well as further interview data with her and with her supervising teacher, did not concur with that statement.

Specifically, when Beth was teaching her foreign language classes, she "kept her distance" from her students, and her activities did not "reflect the students' knowledge and the world." In fact, at the end of the semester, students commented how "they never felt like this lady explained things, or helped them, or understood what their problems were." In her last interview, Beth acknowledged that "as a student teacher, [she] felt [she] was more limited by lack of skills than by lack of freedom." For instance, she felt constrained by her lack of fluency in French, and "apprehensive about not having spoken more French before having to teach it." Furthermore, she never learned to be comfortable operating the audio and video equipment which were used almost daily in Ms Blackwell's class. In her comments on a videotape of her teaching, she wrote: "I wish I were more competent in handling the VCR." Beth's supervising teacher reported in several interviews that, although she believed that Beth "had heard all the possible theories," she "never talked theory," they "never ever had a discussion on theory." According to Ms. Blackwell, "maybe she just did not believe in some of the methodology that had been presented to her," or "maybe it was just that she had not internalized the theory that had been presented to her."

In that respect, she concurred with the four other student teachers who recognized that they had learned something in their methodology classes, and that these classes had helped prepare them for student teaching, but they agreed on finding them inadequate and insufficient. Specifically, in an interview, Ann declared that she found useful the experience gained teaching the methodology class mini-lessons. However, "all [she] learned from that were some ideas" and she "did not know if they would work." In a December interview, Ann declared: "I learned some different things that I may be able to use when I teach those lessons, but basically, that was the only thing I got out of that whole entire five years, besides student teaching, as far as a teacher." Data suggested that what Ann found the most difficult, and where she saw her greatest need for experience, was conducting several classes on the same grade level, but on different levels of proficiency, and different levels of learning abilities. In her last interview, she declared: "You have six classes, and not even two are on the same level, not even on the same page if you are going by the book. I didn't realize that was going to happen. So what I did when I got all the classes, I worked really hard to pull them all together, and as soon as I had them all together, I lost them." At the end of the semester, Ann was still struggling with the problem of similar grades at different levels, in her teaching and in her record keeping: "I never was able to deal with it that way, try to do different levels. I didn't adjust to that at all." She realized that she had

acquired some knowledge in college, but not to prepare her as a teacher, had it not been for student teaching.

Similarly, Claire stated that she did not find a direct application for what she had learned in her methods class. She used the ideas, but not the hands-on things while she was student teaching. An analysis of interviews and journal entries data revealed that although Diane and Ellen believed that their university courses had helped prepare them for student teaching, they also found them deficient and insufficient. They both would have liked to have learned more about class management and discipline, and about more "practical ways" and less idealistic situations. For example, on September 13, Ellen wrote in her journal:

> 3 constructive suggestions for methods instructors:
> (1) Give us more experience in teaching. I think 1/2 the semester should be devoted to peer teaching and teaching at a school.
> (2) Methods classes should be longer - maybe hours or maybe semesters.
> (3) Teach us about effective discipline measures so we'll have several methods to use.

In an interview at the end of the semester, Ellen stated that pedagogically she "did not feel limited in skills, because there's nothing really [she] wanted to do that [she] couldn't: [she] could always teach what [she] wanted to teach. Her supervising teacher confirmed that on different occasions. However, Ms. Elliot pointed out that at the beginning of the semester, although Ellen "had the techniques, she didn't know how to use them." Ms. Elliot explained: "I think she learned the latest of everything that's going on in foreign

language education, but she couldn't use them [the latest techniques], because she didn't have the classroom management skills." In an interview at the end of the student teaching semester, Ellen's supervising teacher, pointed to that as a shortcoming of university courses. She wished that they would prepare future foreign language teachers not only in the content or methodology aspects of teaching, but also primed them for the classroom scene.

> Nothing prepares you for the classroom. There is not a single course at the university that teaches you how to discipline. There's not one. You need to prevent those kids coming out of [the university] with such idealism. They need [Ms. Elliot's emphasis] to see what's actually going on in a classroom, they need [Ms. Elliot's emphasis] to know if they're [ready for that]. Our method classes should focus more on [class management]. You can't teach unless you've got discipline. You can't teach unless you've got classroom control.

In fact, data revealed that the difficulties Ellen faced trying to maintain control of her classes were in her case a serious limiting factor. She had to modify her teaching approach and drop a number of activities which she had started to do with her students or abandon the idea of using others which she would have liked to introduce in her classes. In one class which proved to be particularly difficult to handle, even for the supervising teacher, both Ms. Elliot and Ellen had to use a much more structured approach than they liked to. On September 7, Ms. Elliot wrote in Ellen's journal: "Why don't we try doing some 'less fun' activities until you feel you have control?" And in an interview at mid-semester, Ellen declared:

> I talked to Ms. Elliot. She used to do so many fun communicative things that she had to cut out because the kids, discipline wise, just couldn't do it. There were a lot of things I could have done with them, but you can't always do it with them because they'd cut up or just talk too much. So, if they were more well behaved, we could have done different things. I would like to have done more communicative activities like that, but it's hard to control.

In another interview, at the end of the semester, Ellen wished she had had more trial practice at teaching:

> We didn't have enough practice before we went into our student teaching. [In the methods class] we really didn't [gain any experience]. I taught one [mini] French class. I was lucky because I voluntarily went and observed Ms. H at K Middle School for a year. I just did that on my own. We're not required to.

Claire's and Diane's interview data concurred with Ellen's and Ms. Elliot's. Claire wished she would have been better prepared to handle discipline: "I think there should be a course at [the university] on discipline. I would have liked to have had a lot of that before going in the classroom." And the end of the semester, Diane declared in an interview:

> I wish that we could have talked more about classroom management, along with presentation of material. I learned a lot of neat ideas in my method courses about presenting material, but some of it was not practical. I don't have time to make a giant cute colorful poster every time I start a lesson. I wish I knew more about the overhead projector. I know how to use it, but I don't have anything to put on it. I don't know if I should write on it rather than the chalk board or what. But I wish we could have had more practical lessons rather than big, cute, colorful lessons in my methods class. Yes, I still have all the posters that I made for my methods classes, but I haven't been able to use them.

By the end of the semester, Diane said In an interview: "I teach as I learned at D High. All I know I learned under Ms. Davis. That's the only way I

know how to teach." Diane believed that what she learned from Ms. Davis "did override" what she had learned in her methodology classes. In an interview in November she said: "What I learned in the methods classes I really enjoyed, but when I saw it was never done in Ms. Davis's class, I never learned how to really incorporate those activities in Ms. Davis's class. So I just let them sit in the corner, and I have not been able to use them."

Ms. Davis believed that Diane did not give herself enough credit. In a follow up interview, she insisted that Diane had come to student teaching with skills which allowed her to work at a good level and to grow from there: "[She came with] a working knowledge of how to handle some of the presentations. Her background in the language, her education, and preparation, and everything was very good." She added: "When she first came, she knew what kind of things were involved in the learning process in terms of acquisition of the skills for instance." However, she did find Diane lacking in two important domains: class preparation and time pacing of a lesson. Ms. Davis believed that lesson planning could be taught at the university, prior to student teaching, however, she considered pacing a lesson a skill to be acquired through experience in the classroom. In the same interview, Ms. Davis declared: "You cannot tell them that ahead of time. It's something they need to experience. The flexibility of being able to say: 'This is going too fast, I need to slow this activity down.' Certainly, over a period of time [Diane] was able to do that."

Data revealed that none of the participants felt well prepared in their content area, except for Diane who asserted: "I feel I know my content area." For instance Ellen pointed to the wide gap between the university foreign language classroom practices and the latest theories promoted in the methodology classes, bringing up an age old controversy. In a December interview, she said: "[The university] courses don't promote French communication, they promote grammar and literature. So I get real upset about it, the fact that I don't speak as well as I should." Ms. Elliot's interview data concurred with Ellen's concerning the foreign language university courses. She, too, believed that they did not prepare the students adequately in their foreign language. In a December interview, she declared:

> I've observed most of the teachers at [the university], and there's some good ones, and there's some that will call on one or two students the whole time. And the rest of them are just sitting there very passively, and never converse. Or the teacher is standing there lecturing the whole class. We have to do something to get better, more efficient teachers.

In summary, data suggested that all participants found their university methodology courses somewhat helpful. However, when faced with a class full of students, they all felt the need for a better preparation in the foreign language communicative skills, and for more hours of preparation to teaching, as they called for a more realistic and practical approach to authentic classroom situations.

Personality

Data revealed that Beth's supervising teacher was the most adamant about the influence of personality and personal background on the development of Beth's perspectives of foreign language teaching. In an interview at the end of the student teaching semester, she commented on what she had experienced as Beth's lack of growth throughout the semester: "I still feel that it is personality is what caused it. And I found a lot of Beth's problems was that she did not have that spark of enthusiasm. That never was there for her. It was almost like an 8 to 5 job." In the same interview she added : "She just kind of robotically did whatever I told her to do." Beth's biographical and reflective writing from August 1990 and some interview data suggested that she perceived herself as open and eager to work "closely and in a personal way" with her students. However, Beth also realized that her personality interfered with her learning how to teach: "My inhibitions due to my natural introversion were my greatest limiting constraint." Field notes, videotapes, and high school students' comments concurred with the data from Ms. Blackwell's and Beth's interviews.

Ms. Blackwell saw Beth's lack of enthusiasm and remoteness affecting the way she related to her, to her students, and to her teaching. Basically, Beth kept interaction with and among high school students and supervising teacher to a minimum. Videotapes data showed a very static and constrained approach to teaching. For instance, they concurred with Ms. Blackwell's

description in an interview at the end of the semester: "she would not make eye contact with the students. . . . She never got to where she would make strong eye contact." Even when Beth used video and audio material or the overhead projector in her foreign language classes, the atmosphere remained cold, static, stultified, "robotic." It was apparent, especially from the videotapes of Beth's teaching, that, in Ms. Blackwell's words, she "never put too much of herself into it. . . . She did not introduce any of her personal experience in her teaching." Beth explained: "I was mainly intent on getting over my stage fright."

While journal, interview, and field notes data indicated that the other student teachers were developing a mutual deep respect and appreciation with their supervising teachers, as professionals and as persons, Beth did not talk or write about her supervising teacher, and Ms. Blackwell commented in a December interview: "That was more like boss and worker situation rather than a feeling that she was becoming my associate or colleague in any way. I don't think she ever felt that way [a colleague]."

In contrast, data pointed to personality traits in Ann, Claire, Diane and Ellen which enhanced their potential for teaching and promoted personal and professional growth and development. For example, in an interview at the end of the student teaching semester, Ms. Anderson declared: "She [Ann] had a lot of personality, and she was very enthusiastic and energetic." As a result, Ms. Anderson noted that the students "loved" her teaching in the target language:

"They caught on quickly, and they responded well." Ms. Davis also believed that Diane's personality was a serious asset in her development as a foreign language teacher. In a December interview, she declared: "[Diane was] very charismatic, she was very open, very receptive, and willing to learn, and I think that that is one of her really outstanding assets. Whatever the teaching job or responsibility was, she dove in a hundred percent." In another interview she added: "Diane is a free spirit." Data suggested that Ms. Elliot greatly valued Ellen's enthusiasm and creativity. In an interview, at the end of the semester, she commented: "Ellen came in with wonderful enthusiasm and great ideas, very idealistic. She was going to be a great French teacher. And she had a lot of enthusiasm, a lot of creativity." These personality traits helped her in resolving the many conflicts she faced throughout her student teaching semester between what she thought should be taught and how to teach it, and her ability to act upon what she believed in. They helped her find another way to accomplish what she wanted to do rather than abandon the idea. In an interview, she explained: "I would change, I would not drop it. If I felt it was important enough to teach or to do it whatever it was, I would definitely change my approach or the way I wanted to do it. If it was that important, I would do it." Ms. Elliot described Ellen's approach In an interview: "If she realized there was a problem she would always try to find an answer. Nothing discouraged her." At the end of the semester, Ms. Elliot declared: "Then she found that she

could use her creativity better. And at the end, she was a remarkable teacher. She was outstanding!!"

In summary, data indicated that personality had an influence on the way each participant experienced her student teaching semester, on her perspectives of foreign language teaching, and on her development as a foreign language teacher.

Summary

Data revealed that participants could identify some specific experiences and factors during their student teaching experience, and prior to it, which they believed had had some influence on the development of their perspectives of foreign language teaching. They were the situation of student teaching itself, school administration, supervising teachers, university supervisor, other teachers, other student teachers, and university courses. However, in addition to these specific experiences and people, data suggested a set of underlying influences, such as personality, prior schooling, and familiarity with the school system. After examining the data, it appears that these various sources of influence were neither isolated, nor constant. Foreign language student teachers' classroom practices were not dictated by their original perspectives only, nor by the constraints imposed by their institutions. Rather they appeared as a continual interaction between individual intent and institutional constraints.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

The two preceding chapters have described and compared the perspectives of foreign language teaching and of teaching in general of five student teachers enrolled in a teacher education program at a major American university. This chapter presents a brief summary of the research problem and methodology, limitations of the study, and an interpretation of the findings in the context of previous research. The last part suggests implications for policy, practice, and for further research.

Summary of Research Problem and Method and Limitations

In recent debates over the quality of general education, the process of learning how to teach, and teacher education have been the target of much scrutiny and criticism. Meanwhile, heightened interest in foreign languages has greatly increased the demand for foreign language teachers, without providing proportionate support in addressing foreign language teacher education. In the field of foreign languages, not enough is known on the beliefs, conceptions and choices which underlie actual classroom practices of foreign language teachers. Within this broader issue, the preservice field experience and its impact on the development of perspectives of foreign language teaching is one of the most neglected areas of inquiry (Bernhardt & Hammadou, 1987; Bailey, Omaggio Hadley, Magnan, Swaffar, 1991).

The purpose of this research was to gain insight into the development of five student teachers' perspectives of foreign language teaching enrolled in a teacher education program at a major American university. It addressed the question of what perspectives of foreign language teaching these five students held upon completion of their university courses. It also inquired about the development of these perspectives during the student teaching semester. Finally several factors which influenced the development of the student teachers' perspectives of foreign language teaching during their student teaching semester were identified. Attention was paid to the process of this development, and a language of dilemmas (Berlak & Berlak, 1981) was used to describe and discuss the perspectives expressed by the student teachers.

In order to investigate the development of student teachers' perspectives of foreign language teaching it was necessary to employ a qualitative fieldwork methodology. It allowed for the incorporation and integration of participants' ideas, actions and thoughts (Lincoln & Guba, 1985). The participants in this study were the five student teachers enrolled in the foreign language preservice field experience during the Fall 1990 semester at a major American university. Berlak & Berlak's (1981) concept of dilemmas provided a tool and a language for a more complete investigation and description of the development of student teachers' perspectives. It allowed taking into account contradictions, conflicts, and apparent incompatibilities, as well as interrelations and interactions, among and within individuals and the context of their situation.

In considering the generalizability of the results of this study, the following limitations must be taken into consideration:

1. Since the study had only five participants, the results are not generalizable to the total population of preservice foreign language teachers.

2. Since the data collection methods employed required videotaping, audiotaping, interviewing, and observations, the participants may have altered their behavior, thus producing inaccurate or distorted data, in spite of all the precautionary measures incorporated in the research design.

3. Since the researcher was also the college coordinator for all participants, that relationship may have influenced the participants' responses, even though the latter did not know that the data would be used for research until after they had completed their student teaching semester.

4. The presence of the researcher and the questions asked may have affected the practices as well as the responses of the participants.

Despite these limitations, several conclusions can be drawn from the analysis presented in Chapter 5.

Conclusions

Student Teaching: A Major Factor in Foreign Language Teacher Education

In the present study, the analysis of the data collected from all sources, student teachers, supervising teachers, observations, and university revealed that the development of student teachers' perspectives of foreign language teaching generally followed a dominant trend. This supports the positions of

Lortie (1975) and more recently Tabachnick & Zeichner (1985), who argue for continuity and declare that "student teaching plays little part in altering the cumulative effects of prior socialization" (Zeichner, 1985, p. 222). Except in the case of Beth, the participants in this study appear to have grown in a direction consistent with the general orientation with which they had come to their student teaching semester.

However, this should not be construed to mean that student teaching was not a major factor in the development of student teachers' perspectives of foreign language teaching in this study. The results of this study suggested that the student teaching semester had a strong impact on the participants in two main areas:

1. It brought them in contact with "the real world" (the "culture shock" effect) and in that sense often challenged the perspectives they brought to the experience of student teaching, either in their essence or in the possibility (or impossibility) of implementing them. Yet it did not cause the student teachers to abandon those perspectives or to lose their enthusiasm for teaching foreign languages.

2. Because of the challenges which they encountered, it did not merely confirm, but it also reinforced their desire to be foreign language teachers, and helped them define what teaching is and what kind of foreign language teachers they wanted to be. In fact, they all mentioned that second

point as what they considered the most important outcome of their student teaching experience.

These results concur with an informal survey recently conducted by the Department of Hispanic Studies at the University of Northern Colorado, Greeley, among prospective teachers. It revealed that the majority of the respondents declared that, "aside from their studies in the content area, their most valuable experience leading to becoming a teacher was the time spent in field experience" (Sandstedt, 1991, p. 110). These results also concur with a number of studies, including Gibson (1976), Haslam (1971), Iannaccone (1963), Popkewitz (1979), and Tabachnick, Popkewitz, & Zeichner (1979-1980) in as much as they have contributed data showing that student teaching does have some impact on the development of student teachers' perspectives.

However, this study contributes additional information on a major component of student teaching, i.e., the process of the development--dramatic in some cases like Diane's and Ellen's--which occurs during the preservice field experience. In that respect, the present findings differ from the above studies which claim that the greatest impact is on the development of utilitarian perspectives, where class management becomes a priority, and teaching techniques an end in themselves, and which limit their results to what Tabachnick & Zeichner (1985, p. 7) call "the gross indicators of central tendencies."

Findings from the present study also challenge Lortle's (1975) claim that student teaching appears negligible in guiding teachers' perspectives and classroom practices. In fact, this study revealed that while there may not be any substantial changes in the responses to pre- post-questionnaires, the process of growth through the daily interaction of student teachers with students, supervising teachers, and various factors composing the content and the context of the student teaching experience had indeed a major influence on the development of the perspectives of foreign language teaching for the participants in this research. Ellen is an excellent point in case, since the process she went through in revising and redefining her perspectives and classroom practices was complex and very significant in her search for identity as a foreign language teacher and for her own definition of foreign language teaching.

These findings also challenge Hoy and Rees's (1977) study who hold that the preservice field experience has a homogenizing effect on teachers' perspectives. indeed, at the end of the student teaching semester the participants shared some perspectives common to all foreign language teachers, or teachers in general, but they also showed evidence of marked differences, and their respective journeys through the semester of foreign language student teaching were very diverse.

This in turn stresses how important it is to remain aware that in any research of this type, findings cannot be interpreted apart from considerations

of the specificity of the participants, the content of the student teaching program, the characteristics of placement sites, and the interaction between and among all the components of the overall program for foreign language teacher education.

The "Ecology of Student Teaching" in Foreign Language Teacher Education

An Interactive Process

This study attempted to respond to what Bronfenbrenner (1976) called the "ecology of education," and to the need expressed by Zeichner (1985 b) to consider the "complex, dynamic, and multidimentionality of student teaching." In order to do so, the main emphasis was placed on the process of learning how to teach in a classroom setting. These results support Tabachnick & Zeichner's (1985) findings "depicting student teacher socialization as a . . . negotiated and interactive process" (Tabachnick & Zeichner, 1985, p. 222) entailing "interplay between individuals and organizational constraints and encouragements" (Tabachnick & Zeichner, 1985, p. 222).

The present study also supports Romberg & Fox (1976) who revealed that designers of education programs often are unable to predict what preservice teachers will actually learn during the course of their field experience. Additionally, it concurs with Tabachnick, Zeichner, Densmore, Adler, and Egan (1982) who found that if there is an impact at all, it must be on a day to day basis throughout the semester, during the daily interactions of the

preservice teacher with the pupils, supervising teacher, school administration, and college coordinator.

This study supports the findings of other authors including Copeland (1981), Doyle (1977), and Zimpher, deVoss, & Nott (1980) who were interested in the process of learning how to teach and have pointed to the necessity of including in teacher education research the ecological components of the teacher learning process. They also recommended to take into account the several simultaneous factors which influence teacher development. As evidenced by the present study, considering only the final outcome of student teaching is insufficient and may lead to erroneous conclusions. Thus it also concurs with Tabachnick (1981) who

> characterizes experiences in teacher education as "dynamic social events" possessing the dual characteristics of "embeddedness" and "becoming" and feels that research on teacher development must seek to understand patterns of interaction between the intentions that participants bring to an event, the physical and social environments which exist during the unfolding of an event, and the ethical-psychological environments that develop as individual participants create and give meaning to the patterns of interaction that occur. (Zeichner, 1985, p. 4)

Tabachnick (1981) utilized the concept of event to refer to the student teaching experience, and to insist on the importance of the notions of process and evolution when discussing the student teaching semester.

This research concurs with Gaskill's (1975) and Ryan's (1982) findings. They argue against studies which consider student teaching as a "treatment" which may or may not result in changes in the actions or attitudes of the

participating student teachers, because such an approach takes into consideration the end result only, and ignores the process of learning through which the student teachers go during the semester. Furthermore, the "treatment" approach ignores both the context and the content of the student teaching program, and the ecological aspects of student teaching discussed above. This present study, which used a field approach, with triangulation and constant comparative analysis, took into account the context and the content of the student teaching program under study, and concurs with Hersh, Hull, & Leighton (1982) who defined the "ecology of field experiences" as "the complex set of relationships among program features, settings, and people," and concluded that

> Different aspects of teacher training programs and relationships among participants in specific settings act as simultaneous influences on the student teachers. This phenomenon creates a complex ecology that is often masked by research attempts to explain the effect of single factors in the setting. (Hersh, Hull, & Leighton, 1982, p. 1817)

Moreover, it was repeatedly emphasized in this study that none of the elements of the clinical experience, none of the factors which played a part in it stood isolated, or disconnected from any of the others. It was stressed that they were all interrelated and interacting at all times. Thus the present findings concur with Adler's (1982), and Tabachnick and Zeichner's (1984) conclusions, while they disagree with Lortie's (1975), in as much as they stress the importance of the interactivity and negotiability of student teachers' process of socialization. They also support the studies by Lacey (1977), Doyle (1977), and

Zeichner & Tabachnick (1985) which underscored the significant role played by the reciprocity of interactions and influences between and among student teachers and contexts.

In addition, this study supports Nerenz's (1980) and Rosenfeld's (1969) findings on student teachers' possible reciprocal influence on their supervising teachers or on their school settings. For instance in her last interview, Claire's supervising teacher declared: "I also feel that I have profited a lot by having the student teachers. Because each one of them comes with new ideas, their own ideas."

The Content of Foreign Language Student Teaching

This research supports Zeichner & Tabachnick's (1982) assertion that "one cannot assume that all field experiences pose the same constraints and opportunities for all student teachers" (Zeichner, 1985, p. 8). As this study suggested, student teaching did not take the same form nor did it have the same meaning and effect for all five participants, although they were all in the same student teaching program. Therefore it is important to provide as detailed a description as possible of the content of the student teaching program, of those components common to all participating student teachers, as well as of the features which are specific to each one of them.

This investigation revealed that although the participants recognized that their university methods courses had helped prepare them for student teaching, they all but one agreed on finding them inadequate and insufficient. This

concurs with Richards & Hino's (1983) survey which reported a low correlation between university courses and their usefulness as perceived by foreign language teachers, and with Lange & Sims' (1990) study in which they concluded that a surprisingly broad gap exists between the quality of teacher preparation and its usefulness as perceived by foreign language teachers.

The present findings also support the position of Lortie (1975) in that respect, since he concluded that teachers appeared reluctant to base their professional expertise on knowledge acquired through formal training such as university courses, and Zeichner & Tabachnick's (1981) study who found "evidence that the impact of campus-based teacher education is 'washed out' beginning during student teaching" (Zeichner & Tabachnick, 1982, p. 9). This study partially confirmed Palonsky & Jacobson (1988) who found that preservice teachers forego theories, methods and techniques taught by their university education program in order to adapt to the conceptions and behaviors advocated by their supervising teachers. It confirmed Palonsky & Jacobson (1988) only "partially" because this study suggested that for none of the five participants were there any major constraints imposed on them by their supervising teachers. In the cases of Claire and Beth, it was their choice, or self-imposed constraints such as lack of confidence in their own skills, or lack of commitment, which brought them to follow their supervising teachers' lead, even though they expressed perspectives which did not always match their classroom practices.

The results of this investigation may seem to challenge Clifford, Jorstad & Lange's (1977) report on the effectiveness of student evaluation of peer-group microteaching as university-based preparation for foreign language student teaching. However, it must be noted that the participants in this study took part only once or twice in micro-teaching. Not a sufficient amount of times to gain any significant experience from it.

As for the content area of foreign languages, the present study indicated that except in Diane's case, the participants did not feel well prepared in their content areas. These findings coincide with Di Pietro, Lantolf, & Labarca (1983) whose survey of graduate foreign language curricula pointed to a predominance of literary studies at the graduate level. In addition, Strasheim (1991) found that

> college and university catalogues would tend to . . . show a heavy preponderance of linguistics, phonetics, structure, and composition offerings with few, if any, conversation courses required and little or no reference to skills development. (Strasheim, 1991, p. 102)

The results of this study also confirm Magnan's (1987) concern with the instructional validity of foreign language teaching majors and minors. She contends that university foreign language instruction does not adequately prepare prospective teachers for the required tests, essentially speaking tests, i.e. ACTFL/ETS Oral Proficiency Interview, which have recently been adopted either within degree programs or state licensing procedures. Although the student teachers in this research did not have to take speaking tests, the

question of instructional validity also concerns the teacher education program in which they were enrolled in as much as "the language needs of teachers in the 'real' world of the schools" is also a question of instructional validity (Strasheim, 1991, p. 102).

One important component of the foreign language student teaching program in which this research took place was the fostering of a reflective approach. It involved the use of dialogue journals between participants and their supervising teachers, videotapes of the participants' foreign language teaching, and reflective thinking through journals, self-analysis on videotapes, interviews and group meetings. In Diane's words, dialogue journals were "the best thing to do between the two teachers, because of lack of time." In contrast, for Beth, the one student teacher for whom the study did not reveal any evidence of growth, journal entries were fewer, shorter, and never did start a dialogue with the supervising teacher; her comments on the videotapes of her teaching were sketchy, and descriptive and vague rather than reflective and specific; her interview responses were brief; and her participation to group reflection was kept to a minimum. The results from the use of dialogue journals in this inquiry support studies on student teacher dialogue journals including those by Blair & Rokosz (1988), Bolin (1988), and Fishman & Raver (1989) who all stress its benefits. This study also concurs with reports on reflective thinking by Calderhead (1989), Knowles & Hoefler (1989), Walberg & Moos (1980), and Wedman (1989), which investigate the advantages of self awareness. The use

of audio and videotapes in this study support evidence from reports by Freiberg (1987) and Hoover & Carroll (1987) which stress the value of "low inference" self-assessment instruments.

This research revealed that the approach to class control, or class management, and motivation is still entirely based on the traditional classroom management paradigm. Therefore it concurs with Bowers & Flinders (1990) who deems it the "wrong paradigm" because it is rooted in Cartesian tradition.

The Context of Foreign Language Student Teaching

Even within the same student teaching program, no two placement sites are identical. The classroom, the school, and the community vary. This study concurs with Becher & Ade (1982), Corcoran (1982), and McIntyre (1983) in acknowledging the role played by the setting in which the student teaching experience takes place. "By their very nature, no two placement sites are alike. All vary on a number of dimensions, and it is likely that they may have potentially different effects and make potentially different contributions to a student's growth" (Becher & Ade, 1982, p. 25).

This research supports Doyle's (1977) and Copeland's (1980) studies on the ecology of the classroom, as evidenced by the role classroom characteristics played in guiding all five participants' perspectives and classroom practices in foreign language teaching. For instance, in an interview, Diane stated:

> We could have experimented more with classroom arrangement. If I wanted to arrange the room in a semi circle, or a square, or a star, just anything! But I had to stay in the same rows as the supervising teacher, because it's her classroom.

Ann devised her own means of getting around administrative restrictions on moving desks, group work, oral activities, and hanging things on the walls, etc. Other authors including Becher & Ade (1982), and Corcoran (1982), concur as to the importance of the classroom setting in the preservice field experience.

This study indicated that the school climate played a part in the preservice field experiences of the five participants. For instance, Ellen believed that her being in middle school was a major factor in her difficulties, and she told the other student teachers: "You don't understand! That's these middle schoolers." Ann's and Diane's relationships with the teachers in their respective schools were instrumental in defining their identity as a teacher. In that respect, the present research concurs with Good & Brophy (1985), and Little (1984) in underscoring the influence of school variables on the effectiveness of schools and, therefore, of the student teaching programs based in those schools.

The findings in this study also concur with Zeichner & Tabachnick (1984) in pointing to "technical control" as yet another factor which played a role in the development of the student teachers' perspectives of foreign language teaching. According to Zeichner & Tabachnick (1984, p. 27) it is "the most pervasive and

powerful factor in determining the level of institutional constraints in all of the schools." It includes "timing of instruction," "curriculum and curricular materials," and "architecture of the school." The strength of its influence varied with the sites, but in every case it was present and made it more or less difficult to deviate from the patterns of teaching it imposed. Again, each student teacher handled it differently, from Ann who devised ways to go around those constraints, to Beth who "robotically" reproduced what she observed.

This study also considered community characteristics. For instance, Ellen declared: "A lot of them [students] were middle class, but then there were some lower class students," and Diane who had been educated in this school system, first admitted having grown too used to it to notice differences or problems any longer. She believed that "education is gearing right toward the white middle class society." However, she could see that "the aim of education in dealing with cultures" and cultural differences, especially in foreign language teaching, could be "to make students aware of other cultures and how their culture fits in." Interacting with other characteristics of the context and content of each particular student teacher's situation, community characteristics did play a part in the way student teachers developed their perspectives of foreign language teaching. In doing so, it supports Holt & Peterson (1981), and Hoy & Rees (1977), in as much as they touch upon school level factors. But it differs from most studies which do not report on the actual characteristics of schools for each particular case. In fact, very few studies provide information on the

students' socioeconomic status. This research concurs with Doyle (1977) who used and recommended an ethnographic approach to describe the context of student teaching.

The results of this particular analysis indicated that the supervising teachers also played a major role in the development of the participants' perspectives of foreign language teaching. In that sense, it supports studies by Adler (1982, 1984), Lacey (1977), and Tabachnick, Zeichner, Densmore, Adler, & Egan (1982) which point to the influence of supervising teachers in the preservice field experience. However, the present study does not concur with their conclusion that student teachers modify their own teaching conceptions, attitudes and classroom behaviors to adapt to the already accepted teaching conceptions, attitudes and classroom behaviors of their supervising teachers. Diane was the only one who believed that what she learned from her supervising teacher "did override" what she had learned in her methodology classes, not her overall perspectives of foreign language teaching. And although she often mentioned her frustration at not being in full charge of her own classes, she also pointed out that Ms. Davis "didn't overrule [her]." None of the participants perceived their supervising teacher's influence as constraining. The limits they perceived were more inherent to their personal limitations (in skills, or confidence, for instance), and to the transient aspect of the student teaching situation itself (i.e., the classes were not theirs, they did not feel that it would be fair to the students to change their routine). In that

respect, these findings support MacKinnon's (1989) who suggested that student teachers' conformity to supervising teachers' practices was not passive acceptance of the status quo, but rather a response to their interpretation of the constraints of being student teachers.

Generally, they mostly perceived their supervising teachers as "positive," "supportive," "a good role model," and "very compatible." When differences arose, they were viewed "as a learning experience" rather than a dismissal of their own beliefs. The role of the supervising teachers appeared to be mostly that of a catalyst, sometimes that of a challenger, helping the student teachers reflect upon, explore and redefine their positions regarding foreign language teaching. The relationship between supervising teachers and student teachers appeared to be essentially interactive, encouraging negotiation and a reflective approach to the resources, experience and knowledge offered by the supervising teachers rather than considering the latter's resources, experience and knowledge as "certain" and to be "received" unconditionally.

Beth did not have this kind of interaction and relationship with her supervising teacher. This study indicated that apparently problems arose from a communication gap about expectations on both parts. But in addition, there were also constraints imposed on Beth from herself (i.e., "stage fright" and "introvert personality"), and from context factors unique to her particular student teaching situation, both within and outside the student teaching program. Nevertheless, to a certain extent, Beth's student teaching experience was also

fraught with "growing pains." Beth's experience, along with the other results of this study, support other research on the relationships between student teachers, supervising teachers, and college coordinators, including Hoover & Carroll's (1987) which stress that communication among them must be effective, and Rowlands's (1988) which emphasized a collaborative partnership.

This study suggested that the college coordinator played a part in the development of the participants' perspectives of foreign language teaching. In that it concurs with Nerenz (1979), Yee (1969), and Zeichner (1985) who consider supervisory feedback to students a significant component of the student teaching context. This research also provided a description of the frequency, kind and quality of student teacher supervision. It indicated that the nature of supervision in this particular program was consistent with the reflective approach and encouraged student teachers to clarify their perspectives of foreign language teaching, therefore encouraged them to use independent judgement and control their situations to a certain extent.

To the elements which constitute the context of a student teaching experience must be added the background of the participants. This study suggested that it is a factor which should be accounted for since it played a role in guiding foreign language student teachers' perspectives and their classroom practices. Thus it supports Lortie's (1975) argument that teachers' biographies are a strong factor in their professional development. However, it deviates from Lortie's (1975) conclusions in as much as it did not find that student teachers

relied most heavily on their latent culture, described by Lortie (1975) as "the internalization of teaching models" throughout their schooling. These findings also concur with case studies by Crow (1987) which showed that student teachers enter teacher education programs with a "teacher-role identification" developed on the basis of childhood and memories of teachers, and former teaching experiences. However, it indicated that student teachers' backgrounds, including biography and personality, were only one of the factors interacting in the development of student teachers' perspectives, and on that point it concurred with Adler (1982).

The Integration of Foreign Language Acquisition Theory and Classroom Practice

The findings of this study pointed to a gap between theory of foreign language acquisition and classroom practices on two levels: (a) between the beliefs and conceptions expressed by the student teachers and their classroom behavior, and (b) between the university methodology courses and the reality of the classroom.

The results of this study concur with Adler (1982 and 1984) who asserts that there may be quite a gap between the beliefs and conceptions expressed by teachers and their everyday classroom practices. The former is influenced by their university courses and the professional literature of which they may keep informed, but they do not incorporate this theoretical knowledge in their classes. This study also concurs with Cherland's (1989) report in showing the

potentiality of conflict between teacher educators' theories and supervising teachers' theories and practices, and/or observed teachers' classroom practices. However, unlike Cherland's, the present findings revealed that it is not necessary for such conflicts to affect student teachers adversely. Where critical and reflective skills are encouraged, such conflicts can become sources of growth, as exemplified by Ann's experience: "She showed me that I just can't do it that way" was her comment about a teacher whom she observed, and whose teaching practices she did not approve.

The findings of the present investigation which stress the importance of a more ecological approach to student teaching through continuous interaction between the various factors of "individual intents" and "institutional constraints" point to the value of a reflective, analytical approach throughout the teacher education program, at the university level and during student teaching. In that respect, they support Feiman-Nemser (1983) and Zeichner & Tabachnick (1985) whose findings would encourage teacher education programs to give student teachers the opportunity for theory building and conceptualization about the changes they experience as they are learning to teach. They also concur with Combs (1989), Kelly (1969), Larsen-Freeman (1983), and Strasheim (1991), who all come to the conclusion that the goal of methods courses has shifted from "learning how to teach" to "becoming a teacher" (Combs, 1989, p. 131).

This study has contributed information on the role of student teaching in the education of foreign language teachers; on the interactive process which characterizes the development of student teachers' perspectives of foreign language teaching; on the importance of considering the content and context of the teacher education program as well as the student teachers' backgrounds in the holistic and ecological nature of the field experience; on the disparity between university courses, both methods and foreign languages, and the classroom needs of the student teachers; and on the importance of a reflective and analytical approach. From the findings and conclusions of this research several implications may be drawn for policy and practice, and for future research.

Implications

Policy and Practice

The results of the present study have some implications for the process of learning how to teach on essentially two levels: (a) for the organization of teacher education programs; and (b) for the selection and/or organization of schools as settings for learning how to teach.

Context of Foreign Language Teacher Education Programs

This research has challenged the traditional view of student teachers as passive recipients of established teaching practices and institutional mores with little participation in the direction of their own development. It has indicated that it is possible for foreign language student teachers to negotiate institutional

constraints, as Ann and Ellen did for instance, and to express and develop preferred teaching perspectives. However, this negotiation is more or less painful, and more or less successful. The margin in which it can take place depends on each individual situation, but it is generally very narrow. Diane was the most frustrated, mainly on two accounts: (a) with the limited autonomy she felt in a classroom which was not hers, and (b) with the gap between her initial expectations and the opportunities, or lack thereof, which she saw that she had in exercizing choices and judgement about what to teach and how, and about classroom organization.

In order to enable future teachers to develop their own set of beliefs, conceptions and perspectives of foreign language teaching, teacher education programs should foster decision-making, hypothesis-generating, and theory-building on the part of the student teachers. The practice of reflective or dialogue journals and autobiographical accounts can help students and student teachers reflect upon and analyze their experiences. Strasheim (1991) recognized that "to provide the potential teachers information and knowledge of the many teaching strategies, approaches and methods that may be used in FL instruction and then allow them to decide which of these objectives fit their own teaching style and objectives is imperative" (Strasheim, 1991, p. 110). However, at the same time, she conceded that it is "difficult to accomplish" (Strasheim, 1991, p. 110).

This research suggested that teacher education programs need to encourage interaction between student teachers and their supervising teachers. Both student teachers and supervising teachers must be made aware that student teachers need not restrict themselves to imitating their supervising teacher, and they should be encouraged and given opportunities to discover and experiment various approaches, working in a collaborative and reflective mode with their supervising teachers and their college coordinators. The field experience component in the programs of teacher education must be designed to allow student teachers to experiment with the concepts and ideas to which they are exposed in their methods courses, while supervising teachers need to realize that it is important not to try to mold student teachers to their image, but to allow them time and space to experiment and discover. At the same time, supervising teachers should be made a more integral part of the whole program of teacher education, and given proper recognition. This should help eliminate or at least diffuse the traditional tension between university education and field training, which according to Sandstedt (1991) is conditional to improving teacher education: "Until we break down the communication barriers between higher education and the public schools, we cannot really expect to improve our teacher education programs" (Sandstedt, 1991, p. 110). A suggestion to better integrate public school culture with the university courses, would be to have the supervising teachers participate and contribute to the methodology classes.

Some steps have already been taken to encourage the development of such programs. Several projects on collaborative efforts and interaction between public school teachers and university teachers have received the support of organizations including the National Endowment for the Humanities, and Academic Alliances (Gaudiani, 1987). Recommendations from research, from national reports, and from publications on teacher education which have appeared in the 80's have been heeded, including the "ACTFL Provisional Program Guidelines for Foreign Language Teacher Education" (1988), the American Association of Teachers of French report "The Teaching of French: A Syllabus of Competence" (1987), and the American Association of Teachers of Spanish and Portuguese report. In addition, Sandstedt (1991) highly recommended another publication, Phillips's "analysis of current issues related to teacher education, including political action" which she deems "should be required reading for all members of our [foreign language teaching] profession" (Sandstedt, 1991, p. 110-111).

Furthermore, both the Holmes Group (1986) and the Carnegie Foundation (1988) have issued recommendations which are in their initial stages of implementation in various teacher education programs. The Holmes Group plan suggests "a three-tiered teaching group: Instructors who have had very basic training in teaching; Professional Teachers who have a Master's degree with advanced training in the discipline and in pedagogy plus teaching experience; and Career Professionals who would work as supervisors and

leaders in curriculum design and instruction" (Knop, 1991). The new Holmes Group programs to be implemented at this State university starting in the summer of 1991 will provide for collaborative efforts by having prospective teachers student teach in specially selected schools, while assisted by specially selected and trained supervising teachers and coordinators. Additionally, over the next two years, the Carnegie Project 30 Program, affecting thirty universities and colleges, will be publishing reports which should have an impact on teacher education on various points, including

> (a) Subject matter understanding, or what teachers must know about the disciplines they teach; (b) entitling or empowering the teacher as a professional, or what teachers need to know that they will not directly teach; (c) pedagogical content knowledge, or how academic disciplines are transformed into teachable subjects; (d) international and multicultural challenges, or making the teacher education curriculum more accurate; and (e) minority participation in teaching, or strategies to increase the number of minority teachers. (Fallon & Murray, 1988)

These reports, publications, and recommendations are supported by the present research. As new teacher education programs are implemented based on them, the foreign language field should keep informed of their implications for foreign language teaching. Another area of research to be watched is currently being conducted at Stanford University by Shulman (1987) on pedagogical content knowledge. Shulman's contention is that "teacher education graduates must know how to convert their knowledge of the subject matter into a teachable subject for a wide range of pupils" (Shulman, 1987).

Although it is not in foreign language teaching, its findings may well be applicable to the field of foreign languages.

Content of Foreign Language Teacher Education Programs

This research suggested that student teaching must be more integrated with methodology courses, a finding which concurs with Strasheim's conclusions (1991) (Sandstedt, 1991, p. 110). Furthermore, there must be more collaboration between universities and participating schools. University education need not be perceived as useless or "washed out" when students go into schools. For one thing, it has been recognized that the foreign language methods course is no longer "to indoctrinate or convert anyone to any single methodology; it is rather to help each individual to develop his or her own teaching style" (Strasheim, 1991, p. 105). Lafayette (1981), Sandstedt (1991) and Strasheim (1991) agree that "we should no longer be training teachers to follow or model one particular method of teaching, but rather provide them with background knowledge and educate them to be effective decision makers (Sandstedt, 1991, p. 110).

In addition, foreign language students must be made aware that there will be a gap between university courses and the reality of the classroom, even under the best circumstances, because it takes some experience and maturity to translate methodology into practice. Some time and experience--the length and amount of which vary with each individual--is necessary for student teachers to become aware of how the methodology they learned at the

university informs the perspectives of foreign language teaching which they develop and implement in the classroom. Mills (1980) suggested including in prospective teachers' curriculum the study of clinical observation, "structured, intense, systematic viewing and recording of significant information about classroom environments and events" (Mills, 1980, p. 5), including "routines, management, schedules, organization, norms, rituals, and the character of instruction," and Knop (1980) described techniques of self-evaluation which can be incorporated into student teaching and which would foster the development of reflective teaching and the view that "a teaching career really is a continuum of self-development" (Strasheim, 1991, p. 106).

These findings also have implications for the university foreign language requirements. It has not been determined yet which minimum level of proficiency is required to be an effective foreign language teacher (Sandstedt, 1991, p. 109)), but the results of the present study support previous indications "that the majority of our student teachers lack the skills or the confidence or both in their ability to communicate effectively" (Sandstedt, 1991, p. 109). It has led Strasheim (1991) to question the instructional validity of university foreign language courses (Strasheim, 1991, p. 102), and Magnan (1987) has pointed out that university foreign language courses may not be specifically designed to develop oral proficiency, and discussed the legal risks of "students contending that their instruction has not prepared them for the tests required" (Magnan, 1987, p. 45-49). University foreign language courses need to be

reconceptualized and redesigned to provide a major with an emphasis on oral communicative skills, in order to respond to teachers' need for a language which is relevant to the foreign language classroom.

Considering that discipline was the participants' main concern throughout the semester--except for Beth who never actually took over the responsibility--and that in some cases it was a serious constraint for the student teachers, the question of discipline must be addressed, and its inclusion as a component in the content of teacher education programs should be considered, while its traditional approach is being questioned.

Bowers & Flinders (1990) admit that "institutionalized approaches to education will always require some degree of concern with issues relating to good classroom management" (Bowers & Flinders, 1990, p. 14). However, they propose to "reframe" it. They contend that what is considered as disruptive behavior by the proponents of the Cartesian paradigm of classroom management is in fact the result of a "basic breakdown in classroom communication" (Bowers & Flinders, 1990, p. 15). In their context, communication includes a language which extends beyond written and verbal forms to include all non verbal patterns such as kinesics, prosody, and proxemics. In addition, they argue that allowances must be made for differences in cultural patterns--including the role of metaphors, and learning styles. Bowers & Flinders (1990) believe that "the professional judgement of

the teacher should be based on a sociological and cultural understanding rather than a behavioral model" (Bowers & Flinders, 1990, p. 26).

This approach leads Bowers & Flinders to explore "how the language processes of the classroom can be understood as an ecology of power that advantages certain groups of students over others" (Bowers & Flinders, 1990, p. 26). Bowers & Flinders (1991) Bragaw (1991), and Fallon & Murray (1991) believe that "it is imperative to ground pedagogical practices, as well as curricular decisions, in a more culturally informed manner" (Bowers & Flinders, 1991, p. 27). To behaviorists such as Sprick (1986), who "have provided an elaborate set of procedures for teachers to use in maintaining classroom discipline and proper motivation" (Bowers & Flinders, 1990, p. 104), Bowers & Flinders oppose "an ecological perspective . . . of classroom management as a form of social control" (Bowers & Flinders, 1990, p. 127). In the Batesonian ecology metaphor, Bowers & Flinders (1990) see a suggestion of independence and "a basis for understanding what constitutes moral behavior" (Bowers & Flinders, 1990, p. 235). They point out that the difficulty in this approach is to let go of the illusion of security, power and control which seems to be inherent to the mechanistic models of classroom management.

In the foreign language classroom, Bowers & Flinders's approach takes a whole new dimension, since language--all types of language, beyond written and verbal forms--and communication are the key to their ecological approach. They cite Heidegger: "the language already hides in itself a developed way of

conceiving" (Heidegger, 1927/1962, p. 199, cited in Bowers & Flinders, 1991, p. 32). More than in any other area of teaching, foreign language teachers must be aware of "the complex interplay between cultural patterns, communication, and what students learn" (Bowers & Flinders, 1990, p. 61). The case of Ellen is a good illustration of breakdown in communication leading to near disaster. The first videotape of Ellen's teaching reveals miscommunication on all levels discussed by Bowers & Flinders (1990) including verbal, prosody, proxemics, and kinesics. There are multiple more or less parallel or divergent messages being exchanged at the same time. It is as close to a chaos pattern as social interaction can get. Throughout the semester, it is evident that the patterns of movements, facial expressions, use of classroom space, and use of oral language fluctuated drastically and evolved as Ellen struggled to try to decipher each one of her classes' messages, while trying to define the optimum way for her to communicate with them.

In addition, in the foreign language classroom, language has a rather ambiguous position serving both as the classroom subject, the vehicle of instruction and communicating. The very means of communication is being studied and acquired while at the same time it is needed to communicate. Bowers & Flinders write that not only "the language of the culture provides the shared set of pre-understandings that will guide the interpretations the individual makes of new experiences," but additionally, "for the most part these pre-understandings will not be part of what the individual is explicitly aware of"

(Bowers & Flinders, 1990, p. 32). If the language of the culture is dropped to be replaced by a new and unknown set of pre-understandings, how will the gap of (mis)understanding be bridged? Foreign language student teachers should be aware that their target "language is not a neutral tool," and that if it is to be used also "in instruction wherever and whenever possible" (Omaggio, 1986, p. 36), it needs to become "the medium within which the individual interprets and understands" (Bowers & Flinders, 1990, p. 33). This issue should be addressed before prospective teachers go into student teaching, and the link should be made between discipline or class management and Bowers & Flinders's concept of language processes of the classroom understood as "an ecology of power."

Furthermore, speaking is to be encouraged in the foreign language class and at the same time it must be monitored using the target language. This produced seemingly contradictory comments on the part of the student teachers. For instance while wishing for active participation in the production of oral language in her class, Ellen complained: "They just talk too much." The needed skill is to keep them talking, but in the target language, using the limited means they are gradually acquiring. Thus in the foreign language class, discipline and class management are more intertwined with pedagogy than in any other content area. This issue should also be addressed before the prospective teachers enter student teaching. Approaching the issue of classroom management from Bowers & Flinders's viewpoint of a "basic

breakdown in classroom communication" should give student teachers a whole new approach to discipline in the foreign language class.

Student teachers should also realize that one definite advantage of the foreign language class is its remarkable leveling factor. It is a class where students can have a fresh start in a new world, in a topic less dependent on previous verbal acquisitions--especially at the beginning levels, and where the rules of the game are different and need to be learned by everyone. Students with a history of poor academic performance may find themselves succeeding in the foreign language class, and in the best cases, carrying over to other areas of learning the skills acquired in the foreign language class. Students with a history of behavior problems may be given a new chance with a new way of expressing themselves and new behavior patterns to be learned. In addition, language and communication being the very content of the foreign language class, it may be the best place to implement Bowers & Flinders's recommendations for a new approach to class management. In addition to courses such as child development or adolescent psychology, teacher education programs should consider discussing alternatives to traditional discipline, which would be a more coherent and cohesive response to a need for programs based on collaborative efforts trying to foster greater communication. They should also address the very unique situation of the foreign language classroom where language and communication play a very special part.

Increased Foreign Language Teacher Autonomy

Findings of the present research support Zeichner (1985) who asserts:

> It is our belief that learning for both pupils and teachers is greater and deeper when teachers are permitted to exercise their judgement with regard to the content and processes of their work in their classrooms and to give direction to the shape of the schools as educational environments" (Zeichner, 1985, p. 233).

The participants in this study for whom the student teaching experience was the most enriching were those who were given the most space to wrestle with issues and define for themselves what teaching foreign languages and being a foreign language teacher means. Increasing responsibility should be given to the student teachers as they gain more experience and demonstrate more competence. Developing reflective and analytical skills, keeping informed and utilizing research on effective teaching, maintaining a collaborative relationship not only with other foreign language teachers but also with teachers in other fields should start during the student teaching semester and lay the ground for continuous self-development as envisioned by Strasheim (1991). She writes:

> If the goal is professionalism, we must learn to trust teachers as decision-makers in their classrooms, departments, schools, and school districts, as well as in their discipline-specific organizations and associations. Paternalistic and prescriptive approaches to teachers in the schools are no part of professionalism. What is emerging is the "Foreign Language Teachers' Lib Movement". (Strasheim, 1991, p. 106)

Implications for Research

The present research contributed evidence to the necessity of collaboration and communication among researchers, not only within the field of foreign language education but also with researchers in related disciplines. More scholars must contribute to developing data bases and networks, and they must also take advantage of the information those data bases and networks provide.

This research revealed that student teaching involves a very eventful developmental process, and great care must be taken not to lose sight of the journey by focusing too narrowly on the end. More particularly in Ellen's case, a pre- post-design would have yielded erroneous information and led to spurious conclusions. This study supports the need for and underscores the importance of "[broadening] the scope of second language research efforts to embrace various types of research paradigms and procedures" as well as "to continue work on instrumentation and measurement questions so that similar types of tests and assessment procedures can be used across studies exploring the same or similar phenomena" (Bailey, Omaggio Hadley, Magnan, Swaffar, 1991, p. 89).

Such studies are difficult to implement. They require time and financial support. Scholars most interested in understanding foreign language student teaching generally have to juggle a variety of time constraints, and such studies need serious time commitment, per day, and over a long period of time. As for

financial support, teacher education has traditionally been a low priority, and characterized as "bootstrap research" (Koehler, 1985). It is interesting to note that "many of the studies which have been most informative about these issues have been funded through external sources (e.g., Connor & Smith, 1967; Griffin & al., 1983; Feiman-Nemser & Buchmann, 1985)" (Zeichner, 1985, p. 27). This points to the acute need for collaboration and communication among researchers within the field of foreign language teacher education and in related disciplines. One of the major conclusions reached by the Foreign Language Research Priorities Committee in 1989 was "the need to foster greater communication among language teaching professionals and researchers through the use of professional collaborative efforts and the establishment of special interest groups in research" (Bailey, Omaggio Hadley, Magnan, & Swaffar, 1991, p. 97). Since the end of 1990, a Special Interest Group (SIG) has been at work within the American Council on the Teaching of Foreign Languages (ACTFL) to do just that.

Future Research

The results and implications of this study suggest several directions for future research on foreign language student teaching in several areas. In light of the imminent implementation of the new Holmes Group programs--starting as of Summer 1992 at this university--it is imperative that research and assessment of these new teacher education programs be conducted and kept abreast of their development.

How the perspectives on foreign language teaching will further develop for the five student teachers who participated in this study would clearly need further investigation. Longitudinal studies are all the more important to follow if learning in schools is to take place during longer and more diverse field experiences, continuously throughout the program, and to be located at various sites and in various subject areas. They need to be conducted on different Holmes Group programs in different contexts in terms of universities, participating schools, and communities.

More content and context sensitive studies are essential. They would contribute to gaining a better understanding of the many dimensions of student teachers' perspectives of foreign language teaching and of their interaction with the content and context of specific programs, and to developing better teacher education programs in which field experiences are embedded. Sandstedt (1991) declared that "this is the weakest link in teacher education programs and the area that requires the most intense and lively cooperation between Education and Arts and Sciences faculties" (Sandstedt, 1991).

Research on the types of skills and abilities necessary for effective foreign language teaching in today's essentially communicative foreign language classrooms would guide a more realistic definition of foreign language competencies required to go into student teaching. In turn, it would help define specific and realistic goals and objectives for the foreign language teacher education program and for instruction in methods courses and university foreign

language courses. Additional research on the instructional validity of both methods courses and foreign language courses would also help define courses which would be more relevant to the needs of today's communicative, interactive, and multicultural foreign language classes. For instance, immersion programs have been found to do well in the United States, not just in Canada. However, the educational needs of immersion program teachers may require a different approach and a different curriculum than what is offered in most universities.

If we are to educate teachers to be "decision-makers in their classrooms, departments, schools, and school districts" (Strasheim, 1991, p. 106), it may be necessary to investigate how teachers' knowledge and language proficiency determine their choices. For instance, which teachers conduct their foreign language classes in the target language? Which teachers include culture, art, and literature in their foreign language classes and what percentage of the time? Who uses new technology, how, how much, and for which purpose? Because of the acute teacher shortage, some teachers have been appointed to teaching foreign languages on the basis that they took a couple of courses several years ago in high school. Is it possible for them to compensate for their deficiencies with technology for instance? These are only a few of the questions which need answers as new programs are being developed.

As cohorts are organized, and a mentorship is established within new Holmes programs, the interrelationships between and among student teachers,

supervising teachers, and college coordinators, need to be documented in the context of the new emphasis on greater collaboration and cooperation. Research is needed to determine what each member of this triad has to know in order to inform the other members of the cohorts within the new type of leadership/mentorship advocated. Finally, the kind of supervision which will be provided in the new Holmes programs also needs to be investigated.

If "teaching for every child" (College of Education, 1991), is to be one of the main themes in the new Holmes programs, research needs to be done in the domain of multiculturality in order to meet the challenge. In this domain, foreign language teaching and foreign language teacher education occupy a very privileged position. For instance, the theme of Bowers & Flinders's book has been a familiar issue for all foreign language teachers since they entered the profession. However, it may need to be more formerly addressed, both as part of the curriculum, and as a line of investigation. At the Spring 1988 meeting of the American Association for Higher Education, Fallon & Murray (1988) from the National Carnegie Project 30 declared:

> We must face the fact that our teachers are poorly prepared to develop their pupils to live in an international, multicultural age. To address this challenge forthrightly, prospective teachers should have primary knowledge of other nations, languages, and cultures. (Fallon & Murray, 1988)

Several conclusions and implications were suggested by this study, as well as a number of research projects and avenues. They try to wrestle with the complex experience of learning how to teach foreign languages, and

necessarily, how to teach in general. In most cases, the focus may be on student teachers, but it can be extended to experienced teachers, or pupils in the classroom. While one study only cannot be generalized to the entire population of student teachers or teachers, each piece added to the puzzle will contribute to the overall design and a better understanding of the processes of learning how to teach will emerge.

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APPENDIX A

CATEGORIES OF OBSERVATION

In the Tabachnick & Zeichner's model (1982), 23 elements were used to define the perspectives of preservice teachers. In order to allow the identification of possible differences within each perspective, they utilized the concept of dilemma as developed by Berlak & Berlak (1981). They identified 23 dilemmas within 6 categories of teacher perspectives. Zeichner & Tabachnick's taxonomy "used labels similar to those used by Berlak & Berlak (1981) in order to minimize the number of new labels and terms" (Zeichner & Tabachnick, 1984, p. 48). The development of the observation categories used in this research was based on the researcher's previous experience and on the literature on teacher perspectives reviewed in Chapter 2, especially Adler (1982), Berlak & Berlak (1981), Hammersley (1977), and Tabachnick & Zeichner (1982). These observation categories were used as a guide to give support to, and suggest directions for, the field work. At no point in time were they regarded or intended as a schedule or a protocol either exhaustive or limiting. Dimensions within each of these categories were developed in terms of the dilemma language (Chapter 3). The following categories were used in this study:

Teacher Role

What to teach and how: Autonomous - Bureaucratic

School Rules and Regulations: Autonomous - Bureaucratic

Teacher Control/Pupil Input: Empowering - Didactic

Teacher/Pupils Relationship: Personal - Distant

Teacher Control/Pupil Behavior: Empowering - Didactic

Teacher/Parents Reiationship: Open - Distant

Pupii Diversity

Children as: Unique - Members of a Category

School Curriculum: Universalism - Particularism

Student Behavior: Universaiism - Particularism

School Resources: Equal - Differential

Culture Consciousness: Subgroup Awareness - Common Culture

Knowledge, Learning, and Curriculum

Personal - Public

Process - Product

Constructed - Certain

Integrated - Fragmented

Social - Individual

Foreign Languages and Teaching Methods

Important - Not Important

Additional Resources - Reliance on Text

Innovative - Traditional

Communicative/Proficiency - Grammar/Audioiingual

Description of the Categories

They are presented in terms of the dilemma language discussed in Chapter 3.

Teacher Role

This category runs along a continuum which spreads between two opposite views of the teacher's role. At one extreme, the teacher views himself/herself as having very little input into what and how to teach, strictly adheres to, or expresses a need for, school and school district guidelines, does not accept any input from the students or their parents and prefers to keep a so-called professional distance from them and from their parents. At the other end of the spectrum, the teacher assumes a flexible attitude toward school and school district guidelines about what and how to teach and encourages the students' input and decision-making while choosing to work closely with them and their parents.

What to Teach and How: Autonomous - Bureaucratic

This element addresses the teacher's conception of his/her role regarding what and how to teach in relation to institutional requirements of schools and/or school districts. A bureaucratic response indicates that the teacher generally follows with little questioning the school curriculum which is prescribed by a school or school district. Here the teacher feels that it is inappropriate to alter the content and the methods which are prescribed, and the teacher recognizes the legitimate role of the institution to dictate practically

all of the content of the school curriculum and the methods of teaching it. An autonomous response indicates that the teacher adapts and interprets prescribed content and methods for use in his/her individual situation, or shows evidence of activity constructing curricular content or determining the process of the lessons independently of any institutional directives. Here the teacher may even ignore institutional directives and substitute content which he/she and/or the students have decided to address, using methods of his/her choice (Adler, 1987, p.32; Tabachnick & Zeichner, 1985, p.287).

School Rules and Regulations: Autonomous - Bureaucratic

This element addresses the teacher's conception of his/her role in relation to school rules and regulations. The above definitions of bureaucratic and autonomous responses apply here (Tabachnick & Zeichner, 1985, p. 287).

Teacher Control/Pupils Input: Empowering - Didactic

This element addresses the degree of control which a teacher exerts over aspects of learning, i.e., when to begin an activity, how long to remain on a task, how to perform a given task, criteria of evaluation (Adler, 1987; Berlak & Berlak, 1981; Hammersley, 1977; Tabachnick & Zeichner, 1985).

Teacher/Pupils Relationship: Personal - Distant

The teacher may choose to maintain relatively detached and formal relationships with pupils, to preserve "a guarded professional face." A more personal approach to teacher-pupil relationship will seek to establish close, informal, and honest relationships with pupils. Here the teacher is observed

interacting with pupils about matters other than schoolwork, and participates with pupils rather than remain detached (Adler, 1987, p. 33 & 35; Berlak & Berlak, 1981, pp. 155-156; Tabachnick & Zeichner, 1985, p. 286).

Teacher Control over Pupil Behavior: Empowering - Didactic

High control over pupil behavior indicates that the teacher makes many explicit rules to govern a wide range of pupil behavior. Low control over pupil behavior indicates that children are asked to assume a great deal of responsibility for their behavior. There are not many explicit rules, and those which do exist are relatively ambiguous and/or narrow in scope (Hammersley, 1977; Tabachnick & Zeichner, 1985, p. 286).

Pupil Diversity

This dimension spreads on a continuum between two extremes. On the one hand the teacher views children as essentially similar to one another, and wishes to impose on them the same curriculum and behavior standards, providing them with identical resources, while attempting to blend them in a common culture. On the other hand, the teacher perceives children as distinct, unique and complex individuals in need of more particularized curricula and behavior standards, and resources, while taking into account the richness offered by a diversity of cultural backgrounds.

Children as: Unique - Members of a Category

This dimension focuses on the degree to which teachers think about pupils as alike--a focus on shared characteristics--or in terms of a unique mix of

many dimensions. How many and what kinds of categories does the teacher use to draw distinctions among pupils and how differentiated are the various categories? (Adler, 1987, p. 35-36; Berlak & Berlak, 1981, pp. 152-154; Tabachnick & Zeichner, 1985, p. 287).

School Curriculum: Universalism - Particularism

A universalistic position would indicate a belief that all pupils be exposed to the same curriculum, either at the same time or at a different pace. A particularistic response indicates that a teacher feels and acts in a way which shows a concern that there are some elements in the curriculum which should be offered to only certain individuals or groups of pupils (Hammersley, 1977; Tabachnick & Zeichner, 1985, p. 287).

Pupil Behavior: Universalism - Particularism

A universalistic position indicates a situation where the same rules for behavior are applied to all pupils (e.g., uniform sanctions for the same transgressions). A particularistic position indicates a situation where rules for behavior are applied somewhat differentially. Here when the teacher applies rules for behavior, he/she takes into account individual pupil characteristics such as age, ability, home background, etc. (Berlak & Berlak, 1981, pp. 161-163; Hammersley, 1977; Tabachnick & Zeichner, 1985, p. 287).

Resources: Differential - Equal

Some teachers take the position that all pupils deserve an equal share (in terms of both quantity and quality) of school resources such as teacher time,

materials, or knowledge. Others hold the view that some individual pupils or groups of pupils merit a greater share of resources than others. This element addresses the question of distributive justice in the classroom (Berlak & Berlak, 1981, pp. 158-161; Tabachnick & Zeichner, 1985, p. 287).

Culture Consciousness: Subgroup Consciousness - Common Culture

The goal of a common culture emphasis is to develop in pupils a common set of values, norms, and social definitions. A teacher with a subgroup consciousness shows a desire to foster in pupils a greater awareness of themselves as members of some subgroup distinguished from others by such factors as ianguage, race, ethnicity, etc. (Berlak & Berlak, 1981, pp. 163-164; Tabachnick & Zeichner, 1985, p. 288).

Knowledge, Learning, and Curriculum

In this category, the continuum spreads between two different views of knowledge. One is defined by society and a community of scholars, based on well established facts contained into preciseiy defined and distinct content areas, and iearning is based on the students' individual interaction with the material and the teacher. On the other hand, knowledge is perceived as personally meaningful to the learner, and is integrated within the field of study and with other content areas; it emphasizes higher level thinking skills, and interaction among students.

Personal - Public

Public knowledge values bodies of information, skills, facts, etc. because they are accepted within the traditions of knowledge which exists external to, and independent of, the learner. Personal knowledge is established primarily through its relationship to the learner. Implicit in this position is the view that school knowledge is useful and significant only insofar as it enables individuals to make sense of their experience (Adler, 1987, p. 29-30; Berlak & Berlak, 1981, p. 145; Hammersley, 1977).

"What is at issue here is the clarity of the distinction the teacher makes between public knowledge on the one hand, and the pupils' everyday knowledge on the other. To what degree is the students' personal knowledge ruled out as irrelevant in the teacher's definition of the school curriculum? To what degree does the teacher allow or even encourage children's interests, background experiences, etc. to contribute to the school curriculum?" (Tabachnick & Zeichner, 1985, p. 284).

Process - Product

Knowledge as product views school knowledge as organized bodies of information, facts, and theories, and the evaluation of pupil learning is seen as a question of conformity to, or deviance from, specifications laid down by the teacher (i.e., the "correct" answer). The process by which the answer is reached is regarded as relatively unproblematic. Here there is a concern for the reproduction of an answer by whatever means. Knowledge as process is

concerned with the thinking and reasoning underlying the production of a product, and this thinking process is viewed as a way of establishing the truth or validity of a body of content (Adler, 1987, p. 30; Berlak & Berlak, 1981, pp.146-147; Hammersley, 1977).

"The central issue here is whether mastery of skills of content or substance takes precedence over mastery of skills of thinking and reasoning" (Tabachnick & Zeichner, 1985, p. 284).

Constructed - Certain

Knowledge as certain indicates an approach to school knowledge as truth "out there" to be uncritically accepted by pupils. Knowledge as problematic is constructed, tentative, and subject to social, political, and cultural influences (Adler, 1987, p. 30; Berlak & Berlak, 1981, pp. 148-149).

"Here there is a concern with developing children's creative and critical abilities" (Tabachnick & Zeichner, 1985, p.285).

Integrated - Fragmented

Learning is viewed as fragmented when learning is the accumulation of discrete parts or pieces; when one has mastered the pieces, one knows the whole. There is little concern that the parts be seen in relationship to the whole either before, during, or after the learning experience. In addition, teachers view school knowledge as compartmentalized within specific disciplines. Curriculum is viewed as integrated when the teacher made efforts to subordinate previously insulated subject areas to some relational idea or theme.

Moreover, the understanding of a whole is sought and is seen as a process which is something more than the learning of a series of parts. Learning is seen as the active construction of meaning by individuals, and opportunities are provided for pupils to mentally act upon the material and to relate it to something already known (Adler, 1987, p. 30; Berlak & Berlak, 1981, pp. 150-152; Hammersley, 1977).

Social - Individual

Learning is an individual activity when it is most efficient and effective an through individual encounters between pupil and material or between pupil and teacher. Then learning is seen as a function of each individual pupil's particular capabilities and/or motivation. Learning is a social activity when it is most efficient and effective when ideas are exchanged in a cooperative and supportive setting where one individual can test out his/her ideas against those of others. Meaning is then constructed by the community of learners, and it goes beyond what can be achieved through individual encounters with material and teachers (Adler, 1987, p. 34; Hammersley, 1977; Berlak & Berlak, 1981, pp. 154-155).

Foreign Languages and Teaching Methods

One end of the spectrum gives a very low priority to the teaching of foreign languages, while the teacher relies heavily on the textbook and extrinsic motivation of the students, with a tendency to depend upon traditional methods and passive absorption of ideas and information. The other extreme gives

teaching foreign languages a high priority; the teacher uses a diversity of activities and resources and innovative methods which encourage students' decision-making and promote intrinsic motivation through active experiences.

Importance of Foreign Languages Relative to Other Areas of Study

This dimension considers the importance given to interactions and skills experienced through foreign language instruction in relation to other subjects.

Search for Additional Resources - Reliance on Text

This continuum represents the different methods of instruction utilized by teachers. Some teachers' predominant method of instruction is the textbook, despite the biases and inadequacies which it may contain. Other teachers use a variety of methods while considering the textbook simply as another resource (Adler, 1987, p. 31).

Teaching Methods: Innovative - Traditional

Traditional methods emphasize memorization and workbook activities, question and answer exercises, and individual written work. Little variation is introduced either in terms of type of activities or resources. More innovative approaches will seek to engage students in activities other than textbook/ workbook/memorization. They will encourage cooperative work and activities which involve students in direct experiences requiring an active and authentic use of the target language, based on authentic material.

Teaching Approaches: Communicative/Proficiency - Grammar/Audio

This dimension extends from an emphasis on a mostiy grammar and audio-visual approach, to the latest developments in the application of the communicative approach and the proficiency guidelines in assessing the students' progress as well as in providing instruction.

APPENDIX B

Participating Schools, and Supervising Teachers

Student Teachers	Schools	Supervising Teacher
Ann French English minor	A High School Public School French 9-12 Rural/suburban 51 faculty 976 students mixed population FL club	Ms. Anderson Own classroom French taught Self-contained Minority Non native 75% target language
Beth French English minor	B High School Public School French 9-12 Urban 71 faculty 1,218 students mixed population FL club	Ms. Blackwell Own FL classroom French taught Self-contained Non minority Non native 90% target language
Claire Spanish English minor	C High School Public school Spanish 9-12 Urban 53 faculty 877 students mixed population FL club	Ms. Clark Own FL classroom Spanish taught Self-contained Hispanic Native 90% target language
Diane French	D High School Public School French 9-12 Suburban 80 faculty 1,433 students mixed population FL club	Ms. Davis Own FL classroom French & Spanish taught Self-contained Minority Non native 80% target language
Ellen French Biology minor	E Middle School Public School French 6-8 Suburban 42 faculty 751 students mixed population FL club	Ms. Elliot Own FL classroom French & German taught Partial team work Non minority Near native (10 years in Switzerland) 95% target language

APPENDIX C

Biographical Data/Autobiography

The biographical data and autobiography will aid the supervising teacher and the college coordinator in guiding the student during student teaching activities.

1. Full name _____
   Last First Middle or Maiden
2. Last permanent address _____
   Street City State Zip
3. Present address _____

4. Telephone numbers _____
   Permanent Present
5. Place of birth _____

Date of birth _____

6. Marital status _____

Names/ages of children _____
_____

7. Schools/colleges attended (elementary to present)

Name of Institution	Location	Dates

8. Extra-curricular activities in college _____
_____

9. Employment during college _____
_____

10. Employment while student teaching (type, hours) _____
_____

11. Coursework to be taken concurrently with student teaching _____
_____

12. Short-term/long-term goals _____
_____

Biographical Data/Autobiography

Write an autobiographical essay in which you reflect on your own background and experiences. The autobiography should focus on your development as a student becoming a teacher.

The essay might include some or all of the following: reasons for entering the teaching profession, qualities most important in a teacher, experiences in working with children, travel experiences, and specific talents/skills.

Pre-Student Teaching Reflective Writing

Your Name _____

College Coordinator _____

Student Teaching Site _____

Subject/Level _____

Think for a moment about the personal qualities and attributes which define you as an individual. After considering your personal qualities, elaborate upon one which makes you most confident that you can be an effective teacher. What is there "about you" which makes you feel confident about having chosen teaching as a career?

Reconsider the personal inventory you completed for the question above. But now, think about the one personal quality or characteristic which most concerns you as you prepare to teach. What is there about you which makes you even a little apprehensive about how well suited you are for the demands of teaching. Explain a little about what and why.

Your preparation to teach has had many components--general education, courses in professional education, pre-student teaching, clinical experiences, preparation in a specific subject area, and so forth. As you anticipate student teaching, what have you experienced in your college work which makes you most confident that you are as prepared as you can be to teach? Please explain.

What aspect(s) of your college preparation leave you <u>most apprehensive about</u> how ready you are to teach? Again, please explain briefly.

APPENDIX D

A Typology for Defining the Content of Student Teaching Programs

(Zeichner, 1985, p.35)

Orientation to Teacher Education	Dominant Conception of the Teacher Role	Curriculum	Stance Toward the Existing Institutional Form and Social Context of Schooling
Behavioristic	Teacher as a skilled performer	Received (explicitly defined)	Certain
Traditional-Craft (apprenticeship)	Teacher as skilled performer	Received (not explicitly defined)	Certain
Personalistic	Teacher as an effective person	Reflexive (focus on promoting psychological maturity)	Certain
Inquiry-Oriented	Teacher as professional decision maker	Reflexive (focus on teaching and inquiring)	Certain or Problematic

APPENDIX E

EDCI 3143 - METHODS AND MATERIALS OF TEACHING FRENCH

EDCI 3149 - METHODS AND MATERIALS OF TEACHING SPANISH

Fall semester, 1989

Main texts:
Rivers, Wilga. Teaching French: A Practical Guide, second edition, National Texbook Company, 1988.
Rivers, Wilga et al. Teaching Spanish: A Practical Guide, second edition, National Textbook Company, 1988.
Grittner, Frank, A Guide to Curriculum Planning in Foreign Language, Wisconsin Department of Public Instruction, 1985.

Texts on reserve:
Allen, Edward and Rebecca Valette. Classroom Techniques: Foreign Languages and English as a Second Language. Harcourt, 1977.
Rivers, Wilga, Teaching Foreign Language Skills, second edition, The University of Chicago Press, 1981.

Students in this course will be asked to:
1. Read assigned chapters and articles and prepare for class discussion.
2. Observe language classes and write critiques.
3. Prepare oral reports.
4. Teach language classes.
5. Participate in peer-teaching sessions.
6. Complete exams and final reports.

The final grade will be calculated as follows:
Items 1-5 55%
Midterm exam 20%
Final exam 25%

Regular attendance will be **critical** to successful performance in this course.

August 29	Introduction and participant interaction
Aug. 31	Proficiency. Concept, goals, implications
Sept. 5	Motivation . Classroom management
Sept. 7	Setting goals and objectives
Sept. 12	Class observation
Sept 14	Class observation

Sept. 19 Teaching grammar

Sept. 21 Practical session

Sept. 26 Teaching vocabulary
Sept. 28 Practical session

Oct. 3 Teaching with drills
Oct. 5 Practical session

Oct. 10 Midterm exam
Oct. 12 Speaking activities

Oct. 17 Practical session
Oct. 19 Developing listening comprehension

Oct. 24 Practical session
Oct. 26 Developing reading abilities

Oct. 31 Practical session
Nov. 2 Developing writing skills

Nov. 7 Practical session
Nov. 9 Introducing culture

Nov. 14 Practical session
Nov. 16 Teaching methods

Nov. 21 Demonstration of various teaching methods
Nov. 23 No class--Thanksgiving vacation

Nov. 28 Developing oral and written tests
Nov. 30 Practical session

Dec. 5 Final reports
Dec. 7 Final reports

Final exam: December at

APPENDIX F

Responsibilities of the Student Teacher

a. to provide his/her own transportation to and from the assigned school;
b. to follow the dress code of the assigned school;
c. to arrange his/her schedule so that there will be no conflict with meetings and conferences;
d. to work cooperatively with the supervising teacher in planning and conducting an educational program that will benefit the pupils;
e. to request supervisory assistance from the supervising teacher and/or college coordinator when teaching activities assigned may present an element of risk to the pupils or result in uncertainty as to how to proceed;
f. to prepare adequately for the duties assigned by the supervising teacher;
g. to participate in those professional activities expected of the supervising teacher, provided such activities do not conflict with scheduled requirements of the College of Education;
h. to have the same workday as the supervising teacher;
i. to teach a minimum of 180 hours throughout the semester, devoting a substantial portion (three weeks, not necessarily in succession) to full-day teaching responsibilities; and
j. to handle the discipline of pupils with the guidance and consent of the supervising teacher. (Under no circumstances will the student teacher administer corporal punishment.)

Responsibilities of the College Coordinator

a. to act as a liaison between the participating school and the College Of Education;
b. to visit the student teacher in the assigned school a minimum of five (5) times per semester, with four of these times being to observe the student teacher teaching an entire lesson;
c. to confer with the student teacher following each classroom visit;
d. to confer with the supervising teacher during each visit to the school, as well as when requested by either the student teacher or the supervising teacher;
e. to discuss with the supervising teacher the midsemester and final evaluations of the student teacher's performance prior to the supervising teacher's sharing these with the student teacher;
f. to meet with the principal of the school when deemed necessary or when requested; and
g. to meet periodically with his/her group of student teachers.

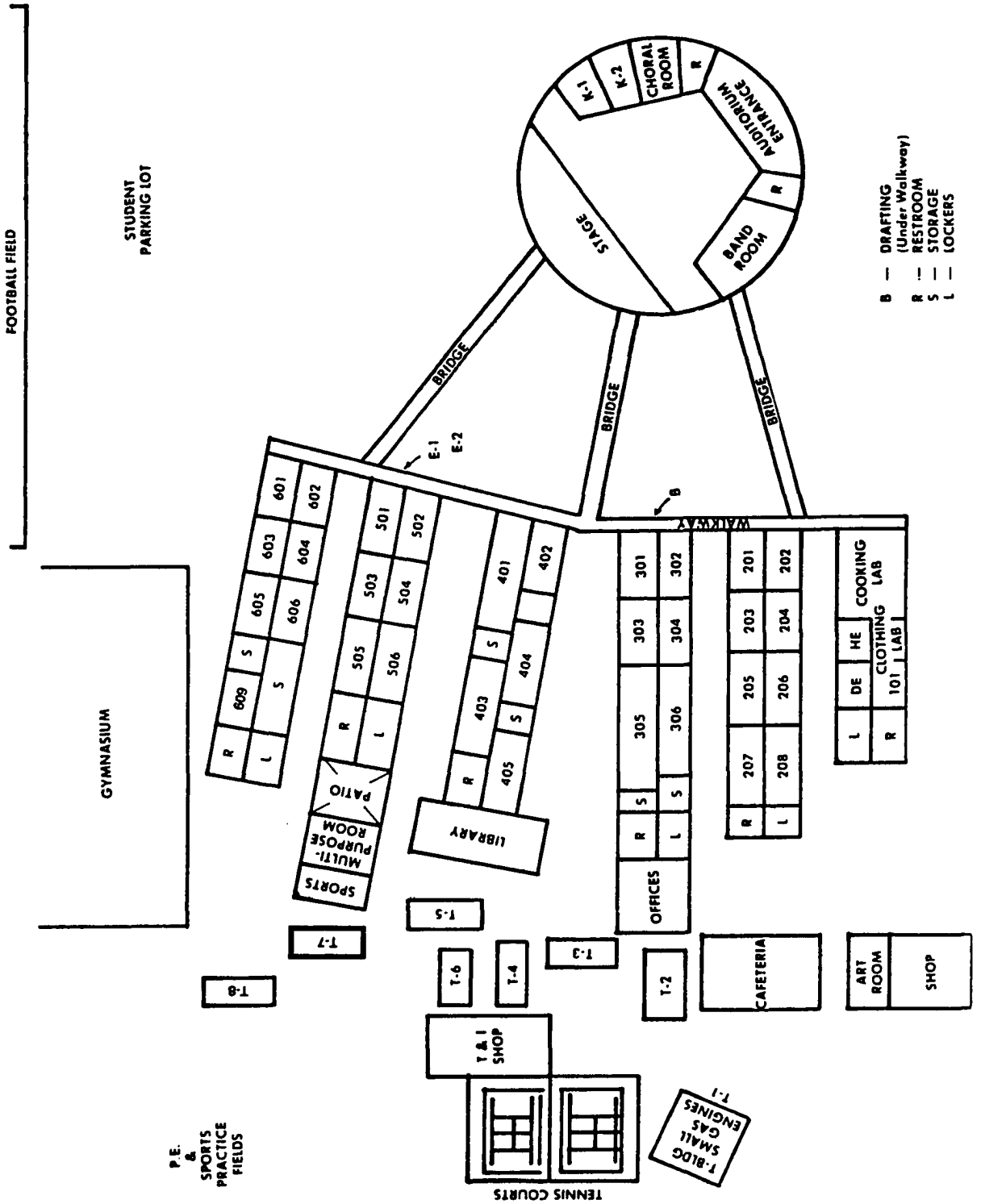
Responsibilities of the Participating Schools

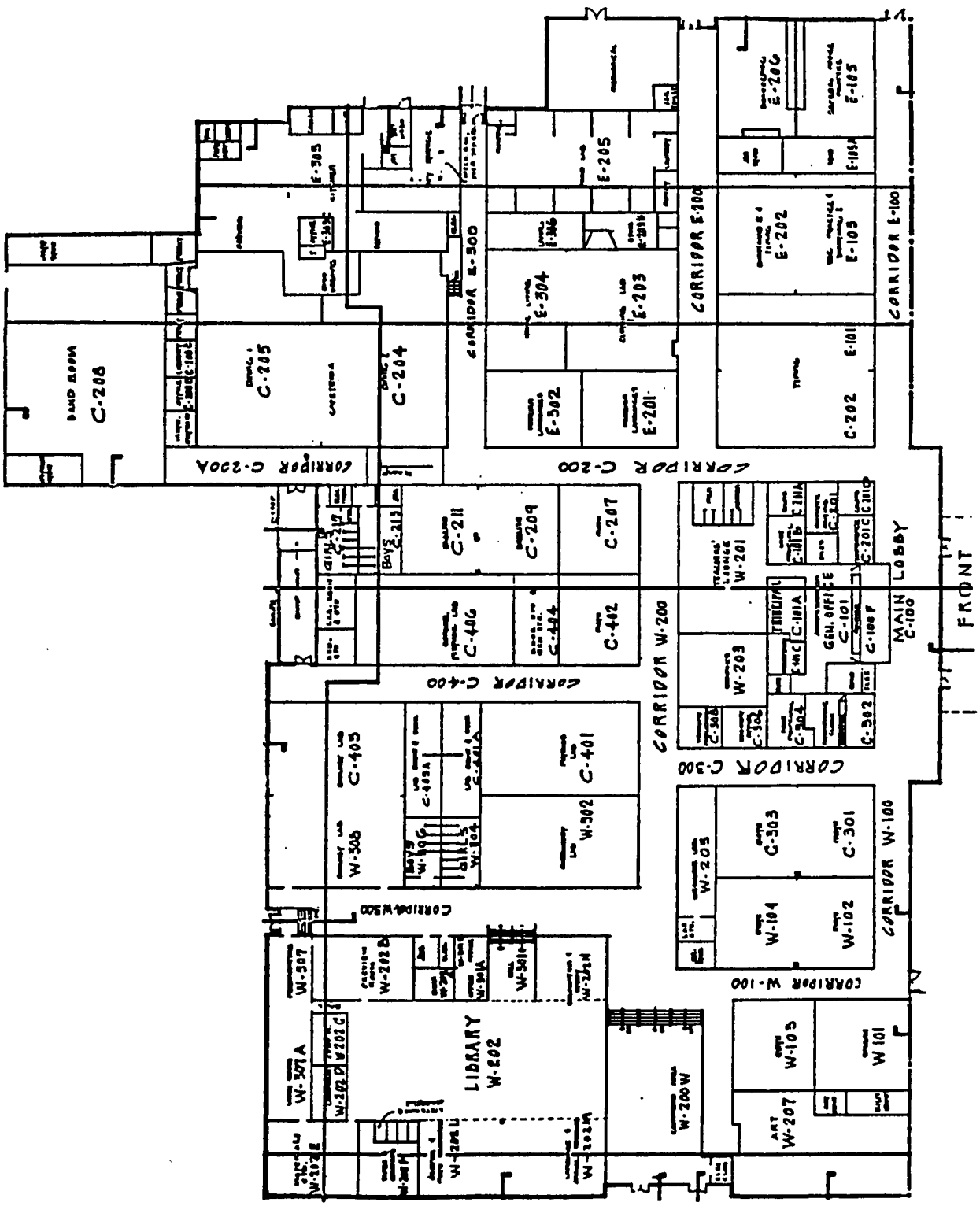
The participating school retains legal responsibility for the safety and welfare of the students. It also has the responsibility of insuring that the student teacher, in addition to the supervising teacher, understands and follows school board policies. The placement of a student teacher in the classroom does not relieve the supervising teacher or the participating school of the ultimate responsibility for the operation of the classroom. The participating school shall not use the student teacher as a substitute teacher during the student teaching semester.

Responsibilities of the Supervising Teacher

a. to insure the safety and welfare of pupils;
b. to insure that the pupils receive adequate instruction;
c. to provide adequate direction and varied educational experiences for the student teacher;
d. to provide, after a preliminary period of observation and participation, increasing amounts of teaching responsibilities for the student teacher as he/she develops ability and self-confidence;
e. to determine the extent to which the student teacher is able to perform assigned duties relative to the health, safety, and education of the pupils;
f. to contact the college coordinator/Office of Clinical Experiences whenever a problem arises;
g. to discuss with the college coordinator the midsemester and final evaluations of the student teacher's performance prior to sharing these with the student teacher; and
h. to inform the student teacher of all parish policies regarding classroom management.

APPENDIX G





VITA

Denise Egéa-Kuehne received a Licence ès-Lettres from the University of Lyon, France, and a Maîtrise ès-Lettres from the University of Lyon, France. She also received certification to teach elementary school from the Ecole Normale in St. Etienne, France, and certification to teach secondary school from the Ecole Normale in Lyon, France.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: DENISE EGEA-KUEHNE

Major Field: EDUCATION

Title of Dissertation: **IMPACT OF THE PRESERVICE FIELD EXPERIENCE IN FOREIGN LANGUAGE TEACHING: A STUDY OF THE DEVELOPMENT OF PRESERVICE TEACHERS' PERSPECTIVES IN FOREIGN LANGUAGE TEACHING**

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

APRIL 7, 1992